

## EDU 334 Modified Lesson Plan Template

<b>Grade:</b> kindergarten		<b>Subjects:</b> <i>(S/E and content)</i> Math	
<b>Standard(s)</b> <i>(both S/E and content)</i> K.OA.5: Fluently add and subtract within 5.		<b>Objective(s)</b> <i>(both S/E and content)</i> Students will be able to add and subtract within 5 by doing hands on math activities.	
<b>Targeted Vocabulary:</b> Take away, add, subtract, equals, put together		<b>Reflective Questions</b> <i>(will be weaved throughout implementation of the lesson)</i> What do these two numbers equal? How do we know that they equal that number? What two numbers will make 5? How can we show this number a different way?	
<b>*Lessons can be written in bullet point/notes format with brief descriptions of processes and procedures.</b>			
<b>Minutes</b>	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>Lay out the pom-poms and the chart to help them visualize addition</li> </ul>		
	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>What does it mean to add two numbers together?</li> <li>What does it mean to subtract two numbers?</li> <li>Show the students the manipulatives</li> <li>Today we are going to play a little game to practice our addition and subtraction facts</li> </ul>		
	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>You each have a pile of pom-poms</li> <li>I am going to give you two numbers and I want you to add the two numbers together.</li> <li>We can use the pom-poms to help us add the two numbers together.</li> <li>I will do one example to show the students what we are going to do.</li> </ul>		
	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences,)</b> <ul style="list-style-type: none"> <li>Let the students work through the different problems using the pom-poms to represent the numbers given</li> <li>Ask students how they got the answer that they did.</li> <li>Challenge the students by letting them add more than five</li> <li>The last thing let the students give me a math problem to solve</li> </ul>		
	<b>Review (wrap up and review of learning):</b> <ul style="list-style-type: none"> <li>What did we do today?</li> <li>Did the pom-poms help you to solve the math problems?</li> <li>What other way could you do to solve the math problems?</li> </ul>		
<b>Formative Assessment: (linked to objectives)</b>  Watch the students solving the math problems and how they respond to the questions asked to them. See if they can add within five pretty easily.			
<b>Reflection:</b> This lesson was a small group math rotation lesson. The students were working on simple subtraction. I had it wrong in this lesson, but I did the same concept with the students but just subtraction and not addition. The two students that I was working with really seemed to be engaged with the lesson. They like the concept of using manipulative to figure out the subtraction problem. Coming up with another way to come up with the number they were subtracting could be more engaging for the students. If they got to come up with their own subtraction problem it might help them to stay engaged. On the fly I switched things up right away. At first I was giving both students the same subtraction problems and I could see right away that the one student wasn't doing it herself just waiting for the answer. So almost right away I switched it up and			

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came up with different problems for both students. The students learned more about simple subtraction and another way to do simple subtraction. By the end of the lesson, it was easier for the two students to do those simple math problems. I learned that you have to follow a child's needs and that positive words go a long way when it comes to students. If a child isn't doing to good the best thing to do is to help them and give them positive talk about themselves.