

Lesson Plan Template

Grade: kindergarten		Subject: Math	
Materials: color tiles, crayons, graph, and pencil		Technology Needed: projector	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/ <input checked="" type="checkbox"/> Guided practice cooperative learning <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Learning Centers <input type="checkbox"/> PBL <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, using groups of up to 10 objects.		Differentiation Below Proficiency: Students will have smaller numbers in their groups of tiles. They will focus on sorting the different color of tiles. Above Proficiency: Give the students more tiles in their cups. Have groups of tiles that are closer in numbers. Do simple addition and subtraction between the different groups of the tiles. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Visual: can see the tiles and the graph of how many Tactile: has tiles to move and manipulate Auditory: we will be talking about different concepts	
Objective(s) By the end of the lesson students will be able to identify groups of items that are greater than, less than, or equal to another group of items by graphing and sorting items. Bloom's Taxonomy Cognitive Level: Analyzing			
Classroom Management- (grouping(s), movement/transitions, etc.) Have all the students at their table spaces. Use one of the saying that the teacher uses to get their attention like 1,2 eyes on me, 1,2 eyes on you. Going over to not touch the manipulatives until they are given instructions.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) As soon as they walk into the classroom tell them to sit at their table spaces without touching the manipulatives. Tell them that we will be working together as a class and to only do things when they are told to. Remind them that we are using our listening ears and to only do what we are told.	
Minutes	Procedures		
	Set-up/Prep: <ul style="list-style-type: none"> Give each student a cup of colored tiles in it and a graph sheet. Have my graph sheet pulled up on the projector. 		
	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> This week you guys have been learning about data collecting this week. Who can tell me why we collect data? What are some examples of what we collected data on this week? Today we each are going to collect data about which colors of tiles we have the most of and least of. In front of you, you have some colored tiles and a sheet of paper that has a graph on it. We are going to go through each step of graphing together as a class 		
	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> First, we are going to sort our tiles into the different colors that we have. <ul style="list-style-type: none"> Give me thumbs up when you have all your tiles sorted Now watch me first before you do it. I have four blue tiles, so I am going to shade my four squares in my graph to represent my four blue tiles. Now I want you guys to graph how many blue tiles that you have. Give me a thumbs up when you have your blue tiles graphed in your chart. <ul style="list-style-type: none"> how many blue tiles did you have? Did one person of more or less tiles than the other person Ask which student has more blue tiles. I have three green tiles, so I am going to color in my three green squares above the word green. Now I want you guys to count your green tiles and graph your green tiles. 		

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	<ul style="list-style-type: none"> ○ Ask different students how many green tiles they have and compare them ● I have three red tiles and I am going to color red tiles ● I have 5 yellow tiles and I am going to color in my 5 yellow squares.
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● I want you guys to go ahead and color and graph your red tiles ● When you are done with your red tiles then go ahead and graph your yellow tiles. <ul style="list-style-type: none"> ○ Give me a thumbs up when you have both of the colors graphed. ● When looking at your graph mentally think what color you have the most of. <ul style="list-style-type: none"> ○ Go through each color to see what color they each have the most of ● When looking at your graph mentally think of what color you have the least amount of. <ul style="list-style-type: none"> ○ Go through each color to see what color they each have the least amount of. ● Take two minutes and compare at your table spaces how different graphs look to each other.
	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● Today we collected data and showed how many tiles of each color we have. ● My graph shows me I have so many of each color. ● Why do we do data collecting? ● What did we learn from the data we collected today?
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Asking students how many of each color they have. Then asking them to compare the different colors to each other.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Having the students compare their graphs to each other at their table spaces. Then talking about how their graphs look.</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?): This lesson was about collecting data and why we collect data. This lesson showed the students that we can collect data through a hand full of manipulative that they grab from a bucket. This lesson was engaging for the students, and they thought it was cool to share out their results from the graphs to compare it to each other's. If I could change something I think I would have added some more colors to the students. I would have also handed the students their manipulatives rather than letting them have a bucket of manipulatives on their table. Letting the students just have the manipulatives on the table caused for some of the students to just keep grabbing the color bears out of the bucket. I adapted this lesson by letting the students go ahead and do the graphing on their own sooner because they were really understanding the concept. After one round of doing, it together they were understanding the concept and was ready to do it on their own. The students learned how to collect data and how to graph it. They also learned that all the graphs going to learn. As a class we had a good discussion on how everyone's graph was different how we could tell that their graphs were different. I learned that being able to bring the class back together as a group is a big aspect to this lesson. The students would get into graphing, and it would be hard to get their attention brought back to the lesson.</p>	