

Lesson Plan Template

Grade: preschool		Subject: Math	
Materials: counting bears, graph chart, and sorting sheet		Technology Needed: none	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <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"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) Goal P-MATH 4. Child compares numbers		Differentiation Below Proficiency: Students will focus on sorting the colors and then comparing smaller sets of the colors or having a more difference between the two different sets. Above Proficiency: Students will have bigger sets of numbers to compare. We can add simple addition when comparing numbers to see if we can make a certain set bigger or equal to. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Tactile: students will have counting bears Visual: Students will make a chart showing the different color of bears Auditory: we will be talking about how our charts look differently and talk about how the numbers compare.	
Objective(s) Students will compare numbers by sorting and graphing the different colored bears they have. Bloom's Taxonomy Cognitive Level: Analyzing			
Classroom Management- (grouping(s), movement/transitions, etc.) The students will be in a small group. The first thing we are going to talk about is how we are going to be working as a group and only use the materials as they are told to by me the teachers. The small group will be pulled to a separate room when it is time to work.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students have specific expectations that they are to follow within the classroom. They are supposed to follow directions of the teachers and listen when the teacher is talking.	
Minutes	Procedures		
3	Set-up/Prep: <ul style="list-style-type: none"> • Have a color sorting sheet and graphing sheet for each student. • Have a pile of counting bears for each student to use • Have the students split into groups of three or four and bring in one group at a time 		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> • What do you guys see in front of you? • What do think we could do with these materials? • Today we are going to be comparing the different color of bears and see what color you have most and least • When looking at your pile of bears can you predict which color of bears do you have most of? • How does your pile of bears looks different from each other's pile of bears? 		
5	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • We are going to first sort our bears by colors on the table. • Have the kids sort the bears by colors. • Is your prediction still right about how many bears you have the most of? 		
10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) <ul style="list-style-type: none"> • Now we are going to graph our different color bears to show our data • We are going to line our bears up on the chart where it shows each color and then color each box that a bear is placed on 		

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	<ul style="list-style-type: none"> • Have the children start graphing their bears on their chart
3	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • When they are done ask them questions about their chart <ul style="list-style-type: none"> ○ Which color of bears do you have the most of? ○ Which color of bears do you have the least of? ○ How do our charts come to each other's? • When we started, we predicted which color of bears we had the most of. Did you predict the right color? • You can go put your charts in your backpack or cubby to take home.
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. Watch how the students are sorting the bears and answering the comparison questions.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Look how the students graphed the colored bears and see what they say when asked the questions about their chart compared to their other friends.</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 working counting bears and creating a chart demonstrating how many of each color of bears they had. The students were really engaged with the lesson. It went better when there was a smaller group of students. When teaching it I need to make sure I give students purpose of the lesson. What I did on the fly was encourage the learners that wanted to move ahead of the rest of them. We had one learner that wanted to get done with the lesson, so I let him continue and then asked him separate questions. The students learned to compare the number of each different colored bears. When they were done graphing their colors, they compared what each other's graphs looked like. I learned that this lesson was easier to do with a group of four students rather than seven students. With more than four students it wasn't as engaging and the students weren't getting the attention they needed.</p>	