**College of Saint Mary**

**Lesson Plan Maker Variation for Early Childhood Education**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Math Quick Practice and Task Card** | | | | |
| **Your name:**  Katharine Young | **Age or Grade Level:**  Kindergarten | | **Integrated Disciplines/Subjects:**  Math | **Time frame for Lesson:**  30 min |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| **Nebraska State Standards: M.A. 0.1.1.a: Perform the counting sequence by counting forward any given number to 100, by ones. Count by tens to 100 starting at any number.**  **M.A. 0.1.1.c: Use one to one correspondence**  **M.A. 01.1.f: Write numbers 0 to 20** | | | | |
| **Objectives:** The students will be able to count orally 1-40, flash how many fingers are needed for numbers 6-10, choral response before and after numbers, saying and showing 5 group pattern (6 is 5 & 1).  The students will also be able to say all the teen numbers that the number helper points to (11-20), and name the number that is shown to them during circle time.  During Math task card the students will be able to write numbers in order. | | | | |
| **Assessment:** Performance- Did the students answer correctly? Did the students participate? Check students marker boards if they wrote numbers in order. | | | | |
| **Materials:**  \* Number Chart  \* Giant Number Cards  \* Markers  \* Marker boards  \* Task Card | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** How many days have we been in school since yesterday? One day, well how will I fit that into our equation on the board?! | | | | |
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| **Teacher will do:**   1. The teacher will state the anticipatory set. 2. She will lead the students into creating an equation for how many days we have been in school. 45 days + 1 = 46. 3. Next we will move into before and after. The teacher will point to a random number on the number chart and ask the students to tell her what number comes before this. Point to another number and ask what will come after this? Go into detail that before is a smaller number, after is a bigger number. 4. Point to a random number on the number chart and after “1,2,3” have the kids flash how many fingers that will be. Do this a few times. 5. Point to a random number and ask how many groups are in this? 9 will be 5 and 4 groups. 6. Have the children count 1-40 orally. Boys first, girls next. Number helper will point to each number as we count. 7. Move to number patterns chart. Hold up five fingers. Have the number helper point to five random teen number. Tell them to give the signal, “1,2,3” and have the class respond what number it is. Do this 4 more times. 8. Move the class to slowly stand up a make a circle. 9. In the circle the teacher will have helpers get the markers and marker boards to get ready for the task card. 10. Go around the circle with the Giant number cards and have the students tell you the number you show. Once they answer they can go to the task card that is writing numbers in order. 11. Once everyone is at the task card, walk around and observe their writing. | | **Student will do:**   1. The students will help the teacher create a how many days equation. The students will orally answer before and after numbers. 2. When the teacher gives a direction the students will flash their fingers. 3. When the teacher gives a direction they will answer how many groups are in a number. 4. They will count orally 1-40. 5. Follow number helpers directions to name the teen numbers. 6. Make a circle and answer the number the teacher holds up in front of them. 7. Finally the students will write their numbers in order. | | |
| **Closure: What number did we count to today? Walk around room and point out how well they are writing their numbers. Ask some students what number did they just write.** | | | | |
| **Differentiation:**  *Those lower level students will be shown numbers during circle time that they are working on.*  *Those higher level students will be shown higher numbers during circle time that they are on.* | | | | |
| **References:** *Mrs. Lehan* | | | | |
| **LESSON ANALYSIS**  *Review all of the previous sections of your lesson plan* ***and***  *complete item in the following section prior to teaching your lesson.* | | | | |
| **Content Knowledge:**  *This lesson addresses the importance of math and number sense.*  **Teaching Methods/Strategies:**  *The teaching methods included in this lesson are whole group.* | | | | |
| **REFLECTION**  *After teaching the lesson, write a reflection to evaluate how you feel the lesson went (flow, timing, materials, etc.) and write a clear description about evidence of student learning. This description should directly refer to your plans for Assessment including your documentation strategies.* | | | | |
| *Use the following thought questions to help you write your reflection.*   * *Review your assessment results. Did each child meet the objective? How do I know that each child learned what was intended?* * *Were the children productively engaged? How do I know?* * *What unplanned activities occurred? Why did these occur?* * *Did I alter my instructional plan as I taught the lesson? Why?* * *What additional assistance, support, and/or resources would have further enhanced this lesson* * *If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?* | | | | |

Modified by Dr. M. K. Felton

October 3, 2013