**College of Saint Mary**

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

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title: Switching Partner** | | | | |
| **Your name:**  Katharine Young | **Age or Grade Level:**  Kindergarten | | **Integrated Disciplines/Subjects:**  Math | **Time frame for Lesson:**  15-20 minutes a rotation |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| **Nebraska State Standards:**  MA 0.2.3.a Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects, drawings or equations to represent the problem). | | | | |
| **Objectives:** The students will be able to use pictures (dinosaurs) to explain partners. | | | | |
| **Assessment:** Performance- Did the students use correct dinosaurs to put together and show their partners? | | | | |
| **Materials:**   * Small Dinosaur toys * Marker Board and Markers * List of different equations (1+5… 3+2…. 2+6… etc) * Post it note with the addition sign | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:** We are going to use dinosaurs to show us switching partners. During quick practice when I ask what groups make up 6 what do you tell me? Response: 5 and 1 or 1 and 5. Exactly… we can switch the partners or equation and equal the same thing. | | | | |
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| **Teacher will do:**   * The teacher will write on the marker board the equation 1 +5. Above 1 the teacher will draw one circle. Above 5 the teacher will draw 5 circles. * The teacher will explain that we have 1 circle plus/add/addition 5 circles. If we switch the partners or equation (1+5). Do action of switching with holding two fingers and turning them around. * Our new equation will be (5+1). * DO another example together. * DO a few examples all together with the dinosaurs. * I have 2 dinosaurs (add a plus sign on a post it) plus 3 dinosaurs. If I switch these around or switch the partners I have 3 dinosaurs plus 2 dinosaurs. * The teacher will give each child in her rotation group an equation to switch partners where they show with the dinosaurs. Each group will watch that student. * Once each group member gets an equation and shows it with the dinosaurs they will all do it together. * Each person will look at my marker board with an equation and show me with the dinosaurs. | | **Student will do:**   * The students will listen to the teacher and participate in answering questions. * They will watch each person in their group work with switching partners with the dinosaurs. This is extra practice for them when it is their turn. * Once each student takes a turn the students will do it all together by looking at the teacher’s marker board and working out the equation. | | |
| **Closure:** What did we do today? (Switch partners). Would you do this again? What equation was easiest or hardest for you? | | | | |
| **Differentiation:**  Lower level learners: Start off with writing partners/equations on the board then move on to simple equations with the dinosaurs.  Higher level learners: Once they switch partners they can add the partners up and tell me the total. Added bonus: They can write the full equation on a marker board. | | | | |
| **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 knowing addition problems and how to represent them.*  **Teaching Methods/Strategies:**  *The teaching methods used in this lesson were small group guided math rotations.* | | | | |
| **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

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