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Education 261

Dr. Long

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Longwood Lesson Plan Outline

90 Minute Math Lesson Observation

1. Academic Standards
* SOL: K.1 and K.3c
1. Tell how many are in a given set of 16 or fewer objects by counting orally; and
2. Read, write, and represent numbers from 0-16
* National Common Core Standards:
1. K.1- Make sense of problems and persevere in solving them.
2. K.1c- Construct viable arguments and critique the reasoning of others.
3. Instructional Objectives
* Count orally to tell how many are in a given set containing 20 or less concrete objects, using one to one correspondence, and identify the corresponding number. For example, the number 1 and the letter A.
* Read, write, and represent numbers from 0-16
* Construct a set of objects that corresponds to a given number
* Identify written numbers from 0-16 represented in random order
* Identify the number that corresponds to the total number of objects in a given set of 20 or less concrete objects
* Write a number that corresponds to a set of 20 or less concrete objects.
1. Instructional Design
* Introduction: The teacher calls on the tables by picking the quietest ones first the use the restroom, get water, sanitizer their hands, and then take a sit on the carpet; the teacher calls this “Sip, san, and sit”. The students have designated seats on the carpet, each student is assigned a letter to sit on and the order is boy girl. Once all of the students are seated on the carpet the teacher says “Show me what good listeners look like” until all of the students are sitting quietly. She does this at the beginning, middle, and end of each lesson to instill the importance of a good listener.
* The teacher then proceeds to start off by counting how many days the students have been in school. She does this by keeping tallies on a large piece of poster paper. She starts off by counting all of the tallies by herself from 1 until the day they are currently on and then adds a tally mark, then the class recounts with her.
* After the class has counted with her, the teacher will call on students to recite a section, for example the first five tally marks. The teacher makes sure that each student is called on at least once so that she is able to see them demonstrate their knowledge of numbers.
1. Subject Content/Topics:
* The students will start to develop an understanding of the size of numbers which will help them engage actively in a variety of problem solving situations.
* The students will complete a number data paper that assesses K.1 and K.3c. The teacher will model how to display this number on a ten frame and then students will construct a set of objects using a ten frame on the number data sheet in which they have to count using one to one correspondence, read the numbers given, select the number, and represent the number 16 by writing it beside the set that contains 16 items.
1. Learning activities/Procedures:
* The students will listen to a story about the number 16 and answer the questions at the end about the number in the story. The students will review the number poems zero through sixteen. The students will count orally to one hundred by 1’s singing with a YouTube video by Jack Hartman.
* The students will listen as the teacher models how to write the number 16 correctly on the promethean board. The students will use their “magic” finger to write the number 16 in the air.
* The students will listen as the teacher explains and models sets of 16 elements.
* The students will use physical movement such as jumping and clapping to represent the number 16.
* Students will complete a sort of 16 and not 16 items in a set then they will write the number 16 beside the sets that have 16 items.
* The students will use the 10 frame paddle using the side with 2-10 frames to represent the number 16 using the red and yellow counters.
* The teacher will discuss and record on the Promethean board how many different ways the students can compose the number 16.
1. Key Discussion Questions:
* How many times does it take to count to 16 by ones? The teacher demonstrates this by counting claps until 16.
* How many times does it take to count to the number 16 by fives? The teacher demonstrates this by counting student’s fingers on their hands.
* What numbers can add up to make the sum of 16? The teacher demonstrates this by using number sentences as an example.
* How can students draw the number 16? The teacher does this by tracing the number 16 in the air multiple times.
1. Closure:
* The teacher will collect all of the worksheets in order to analyze the data from each student.
* The teacher transitions to the next topic by dismissing the students to their seats by what month and what day they were born on.
1. Differentiated Learning Activities:
* The classroom is very diverse in terms of cultures and ethnicities. Prince Edward Elementary is located within a lower income county, therefore many of the students come from lower SES families.
* With this knowledge, the teacher assigns homework that isn’t very time consuming so that the parents are more likely to help their children with their homework. Many of the students scored under the average on the MAPs test at the beginning of the year, so the teacher incorporates many one on one or small group activities so that she is able to help the students who need more help than others. This relates to the idea of equality vs. equity.
* Additional time, more modeling, and varied explanation in order to further help students comprehend the material.
1. Instructional Resources and Technology:
* The Promethean board for use throughout the entire lesson, since there isn’t a white board to write on.
* YouTube for the Jack Hartman video
* The number 16 story book
* Scissors, glue sticks, and crayons for the worksheet
1. Formative Assessment:
* After teaching the number 16, the students will complete the number 16 data sheet individually with a goal of at least 70% accuracy.
1. Reflection:
* From my perspective the lesson went very well and smoothly, the students were very interactive in their learning and seemed to be motivated throughout the lesson. I noticed that the physical activities such as the jumping, singing, and clapping really helped engage the students with the subject content. I observed that students had an easier time drawing the number 16 and counting up to the number 16, but had a hard time understanding the value of the actual number.
* In my opinion I would focus more on the value of the number 16 as well as the numbers that lead up to it, since that is a harder concept to comprehend rather than learning how to write the numbers. I would encourage the students to actively participate more such as calling on students to answers questions so that they are able to participate more.