

Etzler Instructional Design

EDTL 7100

Rachel Etzler

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Rationale

Teaching any lesson to Kindergartners can be a challenge. There is usually a lot of redirecting and reminding students of what their job is; it's very important to engage students right away. The biggest challenge I face is getting my students attention and keeping it during the whole lesson. My students are an energetic boisterous bunch and finding ways to keep them engaged can be a challenge.

I plan on presenting my lessons in the basic lesson planning model. I feel this plan is straight forward and simple to follow, but will also help me to engage my students in the lesson. I feel the different activity levels that are presented in this lesson plan will be very beneficial to the learners in my classroom. This model will work well with the way I like to present my math lessons and it will be clear and concise as we move from each activity. Chiarlott states, "Although this may seem an unnecessarily time consuming and complicated activity for the experienced teacher, it greatly facilitates the reflective-analytic assessment process for determining whether a teaching episode is effective on a daily basis or collectively at the end of a unit" (89). Having taught for a few years I have gotten away from doing lesson plans in this manner and I feel like it is important to go back to it. I need to reflect on a lesson when it is done, so I can understand at what parts I may have lost student engagement, or see what really worked well, or what didn't work so well. It is an important piece to the puzzle.

The learning environment that I hope to portray in my classroom is the group investigation model. In my classroom I encourage students to be deep thinkers and problem solvers. In this model students are encouraged to solve problems together and also work together to figure out an answer. During math we do a mini lesson and some modeling and then students work together with their tablemates to practice the concepts taught in the mini lesson. I feel I do

this model on a smaller scale than what the book states, but I am also working with younger children. Chiarelott states, "...the Group Investigation Model provides a balance between the behaviorist and constructivist philosophies" (117). I try to find this balance in my classroom. I find it to be very interesting to walk around and listen to the student's conversations while they are working with their partners, the creativity and thought process can be quite amazing.

Unit Outcomes

- K.NS.2 Students will write whole numbers from 0 to 20 and recognize number words from 0 to 10. Represent a number of objects with a written numeral 0-20. (Blooms: knowledge, application)
- K.NS.3 Students will find the number that is one more or one less than any whole number up to 20. (Blooms: knowledge)
- K.NS.4 Students will say the number names in standard order when counting objects, pairing each object with one and only one number name and each number name with one and only one object. Students will understand that the last number name said describes the number of objects counted and that the number of objects is the same regardless of arrangement or order. (Blooms: knowledge)
- K.NS.5 Students will count up to 20 objects arranged in a line, a rectangular array, or a circle. Students will count up to 10 objects, in a scattered configuration. Count out the number of objects, given a number from 1 to 20. (Blooms: knowledge)
- K.NS.6 Students will recognize sets of 1 to 10 objects in patterned arrangements and tell how many without counting. (Blooms: knowledge)

Pre Assessment

The pre assessment that is given will determine what students know about the numbers one to five. The lessons that are included will be the first three lessons of the unit and will cover the numbers one to three. This assessment should be given a few days before the unit is started, it will give the teacher an idea of where each of the students are as far as what they know about numbers.

For the first part of the assessment I will give students lined paper and tell them to write as many numbers as they can. This will help me to see who has this skill and who doesn't. It will also assist me in seeing which students may be making numbers backwards or who may need assistance in pencil grip.

For the second part of the assessment I will verbally give students the attached assessment in appendix A. For this assessment students will just need paper and crayons.

For the last part of the pre assessment students will use the same paper that they have, but I will hold up several different paper plates that have stickers in different arrangements between the numbers 1-3. Students will write down the number of stickers they think is on each plate.

Lesson Plan 1
Counting 1, 2, and 3

- I. **Concept or skill to be learned:** Counting the quantities 1,2,3
- II. **Lesson Objectives:** Students will use objects to represent and count the quantities 1, 2, 3.
- III. **Procedures:**
 1. Set the purpose and connect to student's prior knowledge. (5 min)
 - a. Tell students that they will learn about three numbers in this lesson.
 - b. Connect to student's prior knowledge by asking: What number tells how old you are? What numbers do you use to tell when your birthday is?
 2. On the document camera have the workmat that will be used for the lesson. (10 min)
 - a. **Model:** "I will use my counters to show how many worms Peeps has found" Put a counter on the workmat and have students do the same.
 - b. Let's count to find out how many worms" Point and count the counter. "Peeps found 1 worm. Say the number word one with me" Students should touch counter as they count.
 - c. Have students find the shaded box that matches one. "Now let's color over the shaded box to show 1"
 - d. Repeat this same process using 2 worms and 3 worms using counters.
 3. **Small group interaction:** Students will work with their table partners to complete the student page as I tell the stories. (15 min)
 - a. "Peeps found 3 worms. Show 3 counters on your mat. How many boxes will you color in"
 - b. Peeps found 1 worm. Show 1 worm on your mat. How many boxes will you color in"
 - c. Peeps found 2 worms. Show 2 worms on your mat. How may boxes will you color in"
 4. **Guided Practice and Independent Practice:** (15 min)
 - a. Guided Practice -remind students to count objects to tell how many there are, they then need to color in the correct amount in the boxes.
 - b. Independent Practice – Children will practice counting 1, 2, and 3 using pictures and then they will color in the boxes to show the number. Students can use counters to help them.
- IV. **Assessment/Evaluation Strategy: workmat, observation (5 min)**
 1. Answers on students independent practice
 2. Work and discussion with table partners
 3. Participation in class discussions
- V. **Summary/ Closure:**
 1. At the end of this lesson students should be able to count to 3 and also be able to color in the correct amount of boxes with the corresponding number.
- VI. **Materials/Resources Needed**
 1. Document camera

2. Projector
3. Workmats- attached at end of lesson plan
4. Counters
5. Pencils
6. Crayons

Interactive Math **Counting 1, 2, and 3** Name _____

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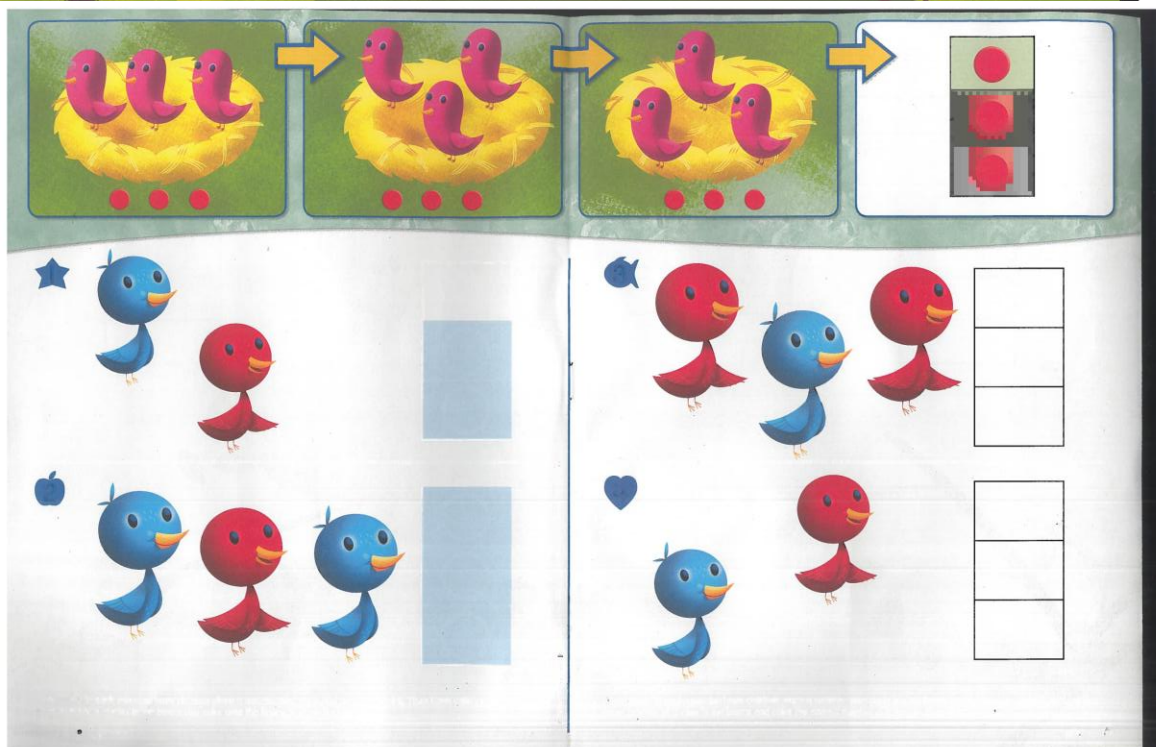
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Lesson Plan 2
Counting 1, 2, and 3 in different arrangements

- I. **Concept or skill to be learned-** Counting quantities of 1, 2, and 3 in different arrangements.
- II. **Lesson Objectives-** Students will identify whether a particular set includes 1, 2, or 3 objects, regardless of how objects are arranged.
- III. **Procedures:**
 1. Set the purpose and connect to students prior knowledge (5 min)
 - a. Talk to students about how objects can be arranged in different ways, but the number will still be the same.
 - b. Hold up one hand showing thumb, index and middle fingers. Ask students how many fingers is this? Can you show me another way to make 3? Ask students if their fingers are still showing 3 with the new way they made 3?
 2. On the document camera have the students workmat that will be used for the lesson (10min)
 - a. **Model:** “Let’s look at Mrs. Redbird’s nest” put 2 counters in the nest side by side and have students do the same. Tell students the counters are baby birds in the nest. “How many baby birds are in the nest” How do you know”
 - b. Move the counters so one is above the other. “How many baby birds are in the nest now” “How could you check your answer”
 - c. Remind students that just because the counters changed position the number stayed the same. “Let’s color to show how many baby birds are in the nest”
 - d. Repeat this process using the student part of the mat and Mrs. Bluebird. Students should use 3 counters.
 3. **Small group interaction:** Students will work with their table partners and pick one of the nests to use. (15 min)
 - a. Students should work together placing 1, 2, 3 counters in the nest in different arrangements and tell how many birds there are.
 - b. They should then check their answers by counting.
 4. **Guided Practice and Independent Practice:** (15 min)
 - a. Guided Practice- Remind students that counting objects in different arrangements doesn’t change the number. Remind students that they can tell how many by just looking at them.
 - b. Independent Practice- Students should count out the number of counters that match the picture and draw the same number of circles in the box and color the boxes to show how many.
- IV. **Assessment/Evaluation Strategy: workmats, observation (5 min)**
 1. Answers on students independent practice
 2. Work and discussion with table partners
 3. Participation in class discussion
- V. **Summary/Closure**
 1. At the end of this lesson students should be able to count to 3 and also be able to recognize how many up to 3 by looking at the objects.
- VI. **Materials/Resources Needed**
 1. Document camera

2. Projector
3. Counters
4. Pencils
5. Crayons
6. Workmats-attached at end of lesson plan



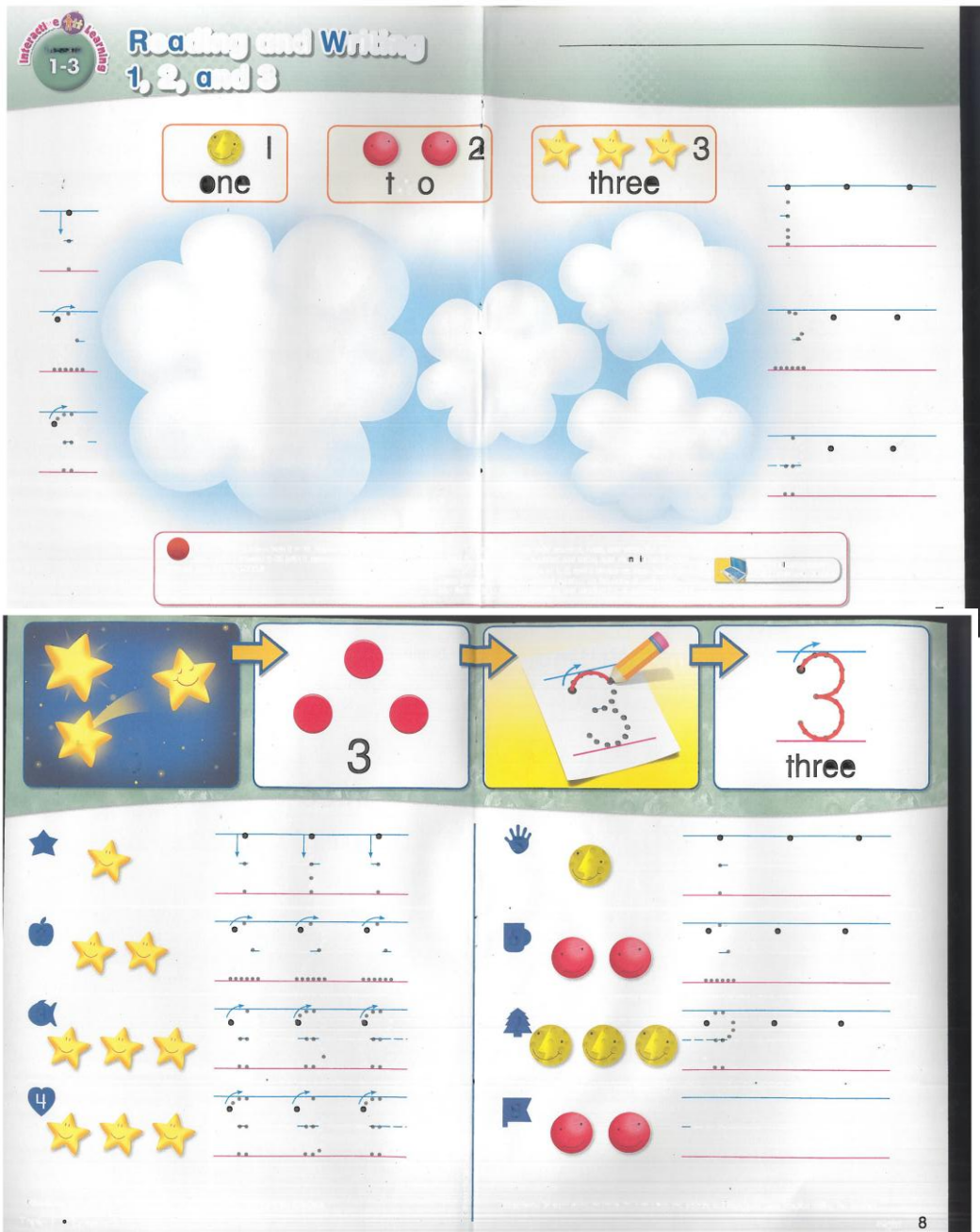
Lesson Plan 3
Reading and Writing 1, 2, and 3

- I. **Concept or skill to be learned:** Reading and writing the numbers 1, 2, 3
- II. **Lesson Objectives:** Students will recognize and write the numerals that describe the quantities 1, 2, and 3.
- III. **Procedures:**
 1. Set the purpose and connect to the student's prior knowledge. (5 min)
 - a. Talk to the students about how they have been learning to count to 3 and recognize 1, 2, and 3 in different ways.
 - b. Hold up 1 finger and ask students "how many fingers do I have up" "let's count to make sure"
 - c. Repeat this process with 2 and 3, have a student volunteer come up and do these numbers with the students.
 2. On document camera have students workmat that will be used for the lesson. (10min)
 - a. **Model:** Hold up the number card for 1. "Tess can use this number card to show how many suns she sees in the sky, say the number with me"
 - b. Place a counter on your mat and have students do the same.
 - c. Hold up the 1 number card and air write the number with the children.
 - d. Have children trace the number 1 on the paper.
 - e. Hold up the number card for 2. "Tess can use this number card to show how many suns she sees, say the number with me"
 - f. Place 2 counters on your mat and have students do the same.
 - g. Hold up the 2 number card and air write the number 2 with the children.
 - h. Have children trace the number 2 on the paper.
 - i. Hold up the number card for 3. "Tess can use this number to show how many stars she sees, say the number with me.
 - j. Place 3 counters on your mat and have students do the same.
 - k. Hold up 3 number card and air write the number 3 with the children.
 - l. Have children trace number 3 on the paper.
 3. **Small Group Interaction:** Students will work with their table partners to finish the front of the paper. (15 min)
 - a. Teacher will tell students stories about Tess and they will work with their partners to show the correct number of counters.
 - b. They will then trace and write the numbers 1,2, 3
 4. **Guided Practice and Independent Practice:** (15 min)
 - a. Guided Practice- remind students that there is a special symbol for each number
 - b. Students will need to count the stars and then trace and write the number.
 - c. Independent Practice- Children will count objects and then write the number that tells how many in the group.
- IV. **Assessment/Evaluation Strategy: Workmats, observation (5 min)**
 1. Answers on student's independent practice.
 2. Work and discussion with table partners
 3. Participation in class discussion.
- V. **Summary/ Closure:**

1. At the end of this lesson the goal is that students should be able to count up to 3 objects arranged in different ways and also write the numbers 1, 2, 3.

VI. Materials/ Resources Needed:

1. Document camera
2. Projector
3. Workmats- attached at end of lesson plan
4. Counters
5. Number cards
6. Pencils



Post Assessment

The post assessment will cover the entire unit of counting, reading, and writing the numbers one to five. The assessment will include a test and also a performance task for the students to do. The assessment is important as it will show me how well each student comprehended the unit. It will also tell me who may need some additional help from me or if maybe there was a concept the whole class didn't understand and I need to reteach that lesson.

The post assessment will be attached in Appendix B.

References

- Chiarelott, L. (2006). *Curriculum in Context* (pp. 89-117). Belmont, CA: Wadsworth.
- Pearson Education Inc. (2012). *Envision Math Topic 1 One to Five* (pp. 3-8). Upper Saddle River, NJ: Author.
- Underwater World With Diver. (n.d.). In *Dreamstime*. Retrieved March 30, 2015, from <http://www.dreamstime.com/stock-photography-underwater-world-diver-vector-illustration-image39483222>.

Appendix A
Pre Assessment

This will be given verbally to the students.

1. Draw 3 circles.
2. Draw 2 circles.
3. Draw 1 circle.
4. Draw 4 circles.
5. Draw 5 circles.



Appendix B

Post Assessment

1. Find the row with 4 arrows and circle the row.

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2. How many triangles are there? Circle the correct number.

- △ △ △ △ △
a. 1
b. 3
c. 4
d. 5

3. Which shows the number 3? Circle your answer.

- a. 5 ☺ ☺ ☺ ☺ ☺
b. 2 ☺ ☺
c. 3 ☺ ☺ ☺
d. 4 ☺ ☺ ☺ ☺

4. Which shows 4 circles? Circle your answer.

- a. ○ ○ ○ ○
b. ○ ○ ○ ○ ○
c. ○ ○
d. ○ ○ ○

5. Count the stars and draw the number of circles in the boxes to show how many.



6. Count the hearts and write the number.



7. Count the moons and circle the correct number.



3 4 5

Performance Task



1. How many divers? _____
2. How many sea horses? _____
3. How many starfish? _____