

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade: Kindergarten</b>	<b>Subject: Math</b>
<b>Materials: Abacus</b>	<b>Technology Needed: None</b>
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling	<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input checked="" type="checkbox"/> <b>Independent activity</b> <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input checked="" type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
<b>Standard</b> K.OA.5 - Fluently add and subtract within 5.	<b>Universal Design for Learning</b> <p><b>Below Proficiency:</b> If the student does not understand the material, we will work on this skill more by having the student work on adding and subtracting while they are pulled out for services. We will additionally try to find other methods of instructing math in order to find the best instructional strategies.</p> <p><b>Above Proficiency:</b> If the student is able to comprehend the material, we will then get them a larger abacus in order to start adding and subtracting within 10, 20, and continuing on working on adding larger number.</p> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>• <b>Visual: NA</b></li> <li>• <b>Auditory:</b> The student will be able to <i>hear</i> the directions given to him.</li> <li>• <b>Kinesthetic:</b> The student will be able to <i>move</i> the abacus around in order to add and subtract easier.</li> <li>• <b>Tactile:</b> The student will be able to <i>feel</i> the beads on the abacus to count better.</li> </ul>
<b>Objective</b> By the end of the lesson, the student will be able to add within 5 by using their abacus to add.	
<b>Bloom's Taxonomy Cognitive Level:</b> <b>Application:</b> The student will be able to solve addition math equations within 5 using an abacus.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Since I will be working one-on-one with a student, essentially no classroom management will be required. With the student though, we will be transitioning him from his time spent in his classroom to the resource room. He will walk with his aide, myself, and another teacher in order to make sure he makes it to the classroom safely. We will make sure that he uses his cane in order to make sure his walkway is clear. The student will not need to move during the lesson – this is done in order to keep him safe, as well as to keep him focused.	<b>Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.)</b> Throughout the lesson, the student will be expected to participate while doing his math. He will be asked to remain at a voice level of 1, as there are going to be other students in the resource room doing work as well. He will also be expected to use his abacus properly, and not just for fun.
<b>Minutes</b>	<b>Procedures</b>
<b>5</b>	<b>Set-up/Prep before lesson:</b> <ul style="list-style-type: none"> <li>• Abacus will be set on the table</li> <li>• The student's aide, teacher, and I will all go get him from his classroom</li> <li>• We will then all walk to the classroom together</li> </ul>
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• In order to engage the student in the lesson, we will pull up one of his favorite YouTube videos, which is a counting video from Jack Hartman               <ul style="list-style-type: none"> <li>○ <a href="https://youtu.be/1dkPouLWCyc">https://youtu.be/1dkPouLWCyc</a></li> </ul> </li> <li>• Once we finish this lesson, he will then be given his abacus, and we will begin the lesson</li> </ul>
<b>5-8</b>	<b>Explain: (teacher-led)</b> <ul style="list-style-type: none"> <li>• I will say to the student               <ul style="list-style-type: none"> <li>○ “We have been working on adding and subtracting for a while now. How do you feel about it so far?”                   <ul style="list-style-type: none"> <li>▪ If the student says yes, I will ask him what he feels has worked for him with his instruction in addition and subtraction.</li> </ul> </li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>▪ If the student says no, I will ask him why he is struggling, and my answer will depend on the student says.</li> <li>○ Once we finish this math talk, I will say             <ul style="list-style-type: none"> <li>▪ “Okay, now let’s work on some problems. Let’s start with 1+1 (I will then grab his hand and place it on the first bead). Now we have one bead, let’s add one more (I will then move his hand down <i>one</i> bead). We now have two beads.                 <ul style="list-style-type: none"> <li>• I will then do the same thing for the problem 2+2, but he will have to supply the answer. I will still continue to do hand-over-hand for this part of the lesson.</li> </ul> </li> </ul> </li> </ul>
5	<p><b>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</b></p> <ul style="list-style-type: none"> <li>• The student will then be given three different math problems that he will need to solve on his own. He will do the following problems – 3+1, 2+3, and then 4+1. We will take our time with each problem, and he will also be able to push all nine beads up at once, as that is what he likes to do after each problem.</li> </ul>
5	<p><b>Closure (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• Once the student finishes his problems, he will then work on a switch. He will say “All done!” And then he will pick the activity he does on his switch and he will play this until it is time for him to go home.</li> </ul>
<p><b>Formative Assessment: (linked to objective, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (document of student learning, data collection)</b></li> </ul> <p>The student’s learning will be monitored by making sure that he is able to answer the problems correctly. He will need to say the answers out loud, and this will help us to understand if he is able to understand the material.</p>	<p><b>Summative Assessment (linked back to standard, END of learning)</b></p> <p>He will be given the North Dakota Alternative State Assessment twice throughout the year – this will help us to track his progress with the material at hand.</p>
<p><b>Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>Overall, this lesson went really well with the student. The student always enjoys using the abacus, as he was the one who picked it out in order to help him better understand how to count. He was given a few different materials in order to better understand how to count, and he felt that he worked best with the abacus, so we decided to keep that consistent with this lesson. One thing that went very well with the lesson was how interactive the student was with the lesson. This was something that both my practicum teacher and I have taught him multiple times and it has always gone along very well. He also kept his focus on the lesson throughout a majority of the lesson and did not move all of the abacus beads up during a time when he was not supposed to.</p> <p>The student was able to learn how to add some other numbers that he has not worked on yet. This allowed him an opportunity to grow, as it gave him a bit of a challenge since it was not problems that he was used to. I know that he was able to learn this as he was doing well throughout his formative assessment. He was able to solve all of the problems, with some taking more time than others. He did not need teacher help, and when he was asked if he did, he would respond that he just wanted some more time. This gave him both the opportunity to advocate for himself within the classroom, as well as being able to learn the material more on his own.</p> <p>One change that I would like to make to this lesson would be to do it in another area if possible. While it is easier to work within the resource room (as it is closest to his classroom), it did provide him with a lot of opportunities for distractions. We had one student who had a behavior during the lesson and had to be escorted out of the classroom. This caused him to be distracted for a bit during the lesson, as he was more focused on the student rather than focusing on adding his problems. He still did all of the problems in a quick enough manner to where it wasn’t too much of a problem, and he was able to focus a bit better on the lesson once the student left. If possible, it would be best to do it elsewhere, but that isn’t always possible.</p>	