** 2013-2014**

**UMU Lesson Plan Template**

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| **Name:** Allie Vanek | **Date:** October 2nd, 2014 |
| **Grade Level:** Kindergarten | **Class Period:** Mrs. Jones |
| **Subject:**  Numbers and Color Words | **Lesson # & Title:** Lesson #3: Skittles: Taste the Rainbow! |
| **Big Idea/Lesson Focus:** | |
| **Essential Question:** Can students count their Skittles and tell how many? Are they able to sort their Skittles into groups by color? Are students able to record their data and write how many Skittles they have for each color? | |

**Context for Learning:** I am completing my pre student teaching at Knox Elementary in Mrs. Jones’ kindergarten classroom. Knox Elementary is a part of the West Branch school district and is home to grades k-4. It is in a rural setting. Mrs. Jones has twenty-six students in her classroom, fourteen boys and twelve girls. One of her students is on an IEP for speech and language, and although there are no other certified IEP’s in her class yet, there is a large learning gap between her students. Therefore, Mrs. Jones and I do briefly accommodate and differentiate our lesson plans for the different levels of learners.

**Function of the Lesson (check all that apply):**

X Introduce New Skill or Content

X Practice

X Review

* Remediation/Reteaching

**Content Standards:**

* K.CC 4a: I can count objects and tell how many
* K. MD 3: I can sort objects into groups
* K. CC 6: I can compare groups of objects (less, more, equal)
* K. CC 7: I can compare numbers 1-10

**Learning Objectives:**

1. The students will be able to count their total number of Skittles in the bag
2. The students will be able to sort their Skittles by color
3. The students will be able to count the amount of Skittles within each *group*
4. The students will be able to identify which color has the most Skittles and which color has the least amount of Skittles

**Academic Language (or A.L. Demands, A.L. Objectives):**

* More Than
* Less Than
* Equal To
* Total (all together)
* Record (fill in)
* Data
* Graph

**Instructional Materials and Support:**

* 1 large bag of Skittles
* 26 small sandwich bags (place 10 Skittles in each bag)
* 26 cut out circles for each of the five colors
* 26 *How Many Do You Have?* worksheets
* 5 graphs for recording data (1 per table)

**Prior Knowledge:** The last two lessons have been building upon one another for this particular instructional activity. I still consider this lesson to be used for review and practice, but I have also added in a new skill, and that’s counting objects and organizing them into their coordinating groups. After doing so, they record their data on the worksheet that I provide them with. Although discussing numbers and colors *is* review from the last two lessons and throughout the last few weeks, I have yet to see Mrs. Jones’ students count and organize manipulates. With that being said, they *do not* have prior knowledge over that, but should be able to identify their colors and count numbers 1 through 10.

**Assessments:**

* **Pre-Assessment for the unit:** Since part of this lesson plan is still practice and review, I will touch on what we have been going over the last two days. I will hold up color cards and ask the students to tell me what color it is, I will write the color words up on the board and point to them as the students read them with me, I will have the students count 1-10 as I write the numbers up on the board, and then I will point to the number words and have the students read those to me as well.
* **Assessment(s) *during* the lesson:** During the lesson I will be assessing the students on their ability to count, sort, and compare their Skittles and the different colored groups.
* **Assessment(s) *at the end* of the lesson:** At the end of the lesson I will have the students collect their own data and *graph* the amount of Skittles that they have for each color. Numbers 1-5 will be written up the left side of the graph and the color words written across the bottom. After they complete that, I will also analyze their ‘*How Many Do You Have?’* worksheets which I asked them to fill out once they finished counting and organizing their skittles. I will be collecting these sheets once they finish and make sure that their bar graph was colored properly and that their numbers were written correctly. I also want them to answer the *More Than/Less Than* question at the bottom of the page.
* **Post-Assessment for the unit:** As a post assessment for the unit I will have the students complete a *Color By Number* worksheet that they will turn in to me once completed.

**Strategies & Learning Tasks**

**Introduction:** Since part of this lesson plan is still practice and review, to introduce this instruction I will touch on what we have been going over the last two days (colors, numbers, etc.) I will hold up color cards and ask the students to tell me what color it is, I will write the color words up on the board and point to them as the students read them with me, I will have the students count 1-10 as I write the numbers up on the board, and then I will point to the number words and have the students read those to me as well.

**Presentation/Explicit Instruction:** *The only explicit instruction that I will be doing is explaining the activities and stating the directions.*

**Structured Practice/Exploration: \* COMPLETE GUIDED PRACTICE FIRST!**

At the end of the guided instruction I’m going to walk around and make sure that each student has **totaled** his or her number of Skittles for each color. Once they have done so and filled out the worksheet that I have given them, I’m going to pass out a graph for each table that I will help them complete. The graph will have the five Skittles colors written across the bottom of the page and numbers counting up the left side of the page. Together this will create a graph. I will explain to the class that I will go around to each table and ask all of the students to tell me how many Skittles they had for each color and I will help them record the data on the graph. Each Skittle will count as one square going up the bar for each color. Once they are all completed I will hold the graphs up in front of the class and we will go over each one, comparing which tables had more or less Skittles than the others.

**Guided Practice/Specific Feedback**: The guided practice is the main portion of the instructional activity. I will be handing out a sandwich bag to each student that holds ten Skittles at random. I will also be handing out 5 circles to each student, one for each color word that we have been practicing (yellow, orange, green, purple, and red.) I will also give them each a *How Many Do You Have?* worksheet. Once everyone is settled, I will stand in front of the class and describe the activity that we will be completing. I will also explain the directions to them and demonstrate what they should be doing. *Each student will take his or her Skittles out of their bag and count them* ***all together first*** *for a* ***total******number****. Then they will organize them onto their coordinating colored circle.* For example, if Bobby has three red skittles then he will separate them from the group and put them on the red circle. *Each student will do this for every color of Skittle.* Once the students have finished organizing their Skittles onto the correct colored circle, I will ask them to get out their pencils and fill in their worksheet. They will have to write the number of Skittles they have next to the color word that is already written on the paper. For example, Bobby would write the number 3 next to the word Red on his worksheet.

**Independent Practice/Application:** For the independent portion of this lesson plan the students will complete a *Color By Number* worksheet to work on their color word and number collaboration.

**Closure:** To wrap up my final lesson plan I will be reading the book *A Teeny, Tiny Mouse A Book About Colors* ­­­­ and playing the number rap song that I found on YouTube. I wanted to open my lesson with numbers and colors and then close it with the same elements as well.

**Differentiation, Individualized Instruction, and Assessment:** This lesson was also a bit of review and practice, but I touched on the skill of organizing and grouping that the students have not practiced much this year. Although I am aware of the slight learning gap in Mrs. Jones’ class, most students can count past ten. know their color words, and I have seen them group objects without them even realizing it. With that being said, I am not very worried about differentiating my lesson, although I will give more one-on-one attention to the students who need it like I did for the last two lessons as well.

**Research and Theory:** All children learn differently. That’s why I try to incorporate different theories and multiple intelligences within my lesson plans. *Practice Makes Perfect! Numbers 1-10* also uses a variety of intelligences. Mainly logical-mathematical skills because we are working with numbers throughout the entire lesson, however, we also touch on linguistic skills as the students learn number/word identification and the link between numbers and how they are spelled. They also utilize their bodily kinesthetic skills as they work on fine motor abilities as they practice writing, coloring, participating in the different activities, and working through things on the board. This also ties spatial intelligence into the lesson because I did introduce and use visuals and manipulates during the lesson. The students also applied their interpersonal intelligence as they worked with one another and relied on other classmates for discussion and communication.

For this instructional unit I also touched on Vygotsky’s Zone of Proximal Development and scaffolding as the children used each other in the classroom to assist with their own personal problem solving skills. I utilized some of Bandura’s modeling and observational learning as I demonstrated a few things for the students throughout this lesson up on the board. Since this lesson was designed for review and practice, the students also utilized their schemas about what they already knew in regards to spelling, capitalization, and their color words the way that Piaget describes the assimilation and accommodation process.