

## Lesson Plan

Candidate Nadiia Reber	Date 03/06/2014	Grade level Kindergarten
Subject & topic Math Parts of 11, 12 and 13	<input type="checkbox"/> Single-day lesson <input type="checkbox"/> Multi-day lesson	<input type="checkbox"/> Whole-class lesson <input type="checkbox"/> Small-group lesson
English Language Development levels of students in the class or group: <input type="checkbox"/> ELD 1 (Beginning) <input type="checkbox"/> ELD 2 (Early Intermediate) <input type="checkbox"/> ELD 3 (Intermediate) <input type="checkbox"/> ELD 4 (Early Advanced) <input type="checkbox"/> ELD 5 (Advanced) <input type="checkbox"/> RFEP (Redesignated Fluent English Proficient)	<input checked="" type="checkbox"/> <b>English Only</b>	Name of instructional model <input type="checkbox"/> Direct instruction <input type="checkbox"/> Inquiry or problem-based lesson <input type="checkbox"/>
		Scoring rubric attached? <input type="checkbox"/> Yes <input type="checkbox"/> No

**Objective:** Children will make drawings and write equations that represent the decomposition of 11, 12 and 13 as ten ones and some additional ones. (Envision Math, Kindergarten)

**Language Objective:** students will be asked to count from 1 to 10. They will be using full sentences during the class discussion and while answering questions. Students will properly read various number sentences.

**Content Standard:**

K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.  $18=10+8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight or nine ones.

**Materials:**

- computer with a video downloaded
- projector
- document reader
- 25 worksheets
- a few cards with the number 14 for fast finishers

**Classroom Management Strategies, Room Arrangements, and/or Student Grouping Plan:**

At the beginning of the lesson students are going to be seated on the rug. Each student has a designated seat/square on the rug. Craft sticks with students names on them will be selected in a random order to ensure the students' participation in the class discussion. After guided practice students will be asked to move to their seats where they will start working on the assignments in their worksheet.

**Differentiation, Modifications, and/or SDAIE/ELD Strategies to be implemented:**

- For Ernesto, Domenik and Ehren, my students with goals in speech, I will allow extra time to answer my questions or share comments. I will be providing an example of clear articulation by speaking at a slower pace and pronouncing the sounds of each word clearly and distinctly.

- For students who finish working on tasks 3 and 4 of the worksheet ahead of time, I have prepared cards where they will show me the decomposition of number 14. They will be asked to fill in the two ten frames with the necessary number of counters as well as write a number sentence.

### **Vocabulary:**

Academic: ten frame, double ten frame, number sentence, plus, equals, set.

Content: counter

### **Opening**

- Tell students they will be listening to a song called “Ten Little Monsters” which is about 1 minute long (this song can be found at <https://www.youtube.com/watch?v=TK9Y1TeC9Oc>). Tell students that when they see or hear a number, they need to show this number on their fingers. After the students have watched the video, ask:

*What do you think about this video?*

*Did you like the video? If yes, tell me why? If not, tell me why?*

- Tell students that I am thinking about a number that they have seen in the video. Encourage the students to guess the number. Use craft sticks. The number that the students will guess is 10. Ask one of the students to write “ten” on the board. Ask the whole group to say the sounds for the word “ten”. (Connection to Phonics)
- Tell students that today they are going to learn how to break numbers 11, 12 and 13 (as I say, write these numbers on the board) into parts. Tell students that one of these parts is going to be our magic number 10.

### **Guided Practice**

- Draw 2 ten frames on the board and ask the students to raise a quiet hand and tell what it is that I have drawn. (a double ten frame)
- Say that now I am going to fill these two ten frames with some counters by drawing them in the sections of both ten frames. Draw 11 counters. Ask the students to quietly count the counters as I am drawing them.
- Ask the students to show me on their fingers how many counters I have drawn. (Checking for understanding)
- Ask the students to raise their hand and let one of the students share how many counters are drawn.
- Ask what could be the number sentence for 11 counters. Tell the students that one of the parts should be the magic number 10.
- Ask one of the students to tell the number sentence. Ask this student to come to the board and write the number sentence on the board.
- Emphasize to the students that  $11=10+1$  is the same as  $10+1=11$ .
- Do the same procedure with numbers 12 and 13 but this time have some students come to the board and fill in the ten frames with 12 and 13 counters.

### **Independent Practice**

- Ask the students to demonstrate the “Star Student Behavior” before going to their seats. Tell the students that as soon as they get to their seats, they need to take out their pencil, red and yellow crayon. They also need to write their name on the worksheet. (Transition with purpose and reinforcing the

routine)

- Using the projector and the document reader, review the number sentences and write them on one side of the worksheet, then demonstrate to the students how to do task 1 and 2.
- Tell the students that they will do tasks number 3 and 4 independently.
- As the students are working, monitor their progress.
- After the majority of the students are done, ask them to share their number sentences as well as the number of counters they drew in each ten frame.

## Closing

- Ask “*What have you learnt today?*” and “*Why is it important?*”

## Extension Activity

Students who finish the activity earlier than the rest of the students will be given a card. The card will have empty 2 ten frames. Number 14 is going to be written on the card. Students will be challenged to write a number sentence for 14 as well fill in the ten frames with the proper number of counters.

## Assessment

Informal Assessment: in the beginning of the lesson students will be asked to show numbers 1-10 on their fingers as the song plays, In this way, I will be able to see which students can do it with well. This is the skill that they need to be able to do with automaticity. During guided practice, students will be able to show how well they are able to show numbers 11, 12, and 13 using ten and one, two or three fingers.

Formal Assessment: students will be asked to work on task 3 and 4 of their worksheet. They will be assessed according to a rubric. (please see the rubric below).

## Rubric

**Objective:** students will correctly write number sentences for 11 and 13 (task 3 and 4 of the worksheet). They will correctly fill out the ten frames for both number sentences. Students' number sentences will be written a neat fashion and the counters will be drawn inside the squares of the ten frames.

Evaluative Criteria	Excellent	Marginal	Unsatisfactory	Notes
Write the two number sentences for 11 and 13 as ten ones and some additional ones.	Student correctly wrote two number sentences.	Student correctly wrote one number sentence.	Student didn't write any number sentence correctly.	
Fill in the two ten frames with counters for each number sentence.	Student correctly filled in the ten frames with counters for both number sentences.	Student correctly filled in the ten frames for one number sentence.	Student didn't correctly fill in the ten frames for any of the number sentences.	
Penmanship and attention to detail	Student took time and effort to properly form numbers and draw the counters in the correct spaces of each ten	Student took time and effort to properly form most numbers and/or draw most of the counters in the correct	Student didn't take enough time and/or effort to properly form most numbers and/or draw most of the	

	frame.	spaces of each ten frame.	counters in the correct spaces of each ten frame.	
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