

## Lesson Plan

Candidate Nadiia Reber	Date 02/25/2014	Grade level Kindergarten
Subject & topic Math Composing Numbers 14, 15 and 16	<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 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:** by the end of the lesson students will be able to write number sentences that represent the composition of 10 plus 4, 5, and 6 to make 14, 15, and 16.

**Content Standard/s:**

California Common Core Standards -

K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and the same further ones.

**Materials, Technology, Visual Aids:**

- video
- student worksheets
- flashcards with numbers
- craft sticks with student names on them
- 4 paper hands with fingers

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

In the beginning of the lesson students are going to be seated on the rug. Each students 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 the instruction part of the lesson students will go back to their seats and work on problems in their worksheets.

**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.

**Academic Language and/or Vocabulary to be introduced:**

Academic Vocabulary: plus, equals

Vocabulary: none

### Motivation

#	Activity	Time
1	<ul style="list-style-type: none"> <li>Show students the video “Ten little numbers” from Youtube</li> </ul>	3 min
2	<ul style="list-style-type: none"> <li>Ask “What number will be one of the numbers we are going to talk about today?”</li> </ul>	2 min
3	<p><b>Objective (explain):</b> today, boys and girls, we are going to talk about number 10 as well as how we can make numbers 14, 15, and 16 (<i>write on the board</i>) using the number 10.</p>	Less than 1 min

### Guided Practice

#	Activity	Time
1	<ul style="list-style-type: none"> <li>Tell the students that they are going to play a game. Let me see if you can read the name of the game? (Write “Make 14” on the board). Yes, It is called “Make 14”.</li> <li>Tell students that they are going to first think pair-share, then solve a problem. Say “Think-Pair-Share”</li> <li><b>Say:</b> if I call on you using my craft sticks and you tell me the correct solution, I will give you and your partner a sticker each.</li> <li>Say: you need to use your fingers to show me number 14. Hint: use 10.</li> </ul>	1 min
	<ul style="list-style-type: none"> <li>Ask students what they think the solution of the problem is. Give stickers to the pair of students who correctly solved a problem</li> <li>Have all students show number 14 by first showing ten fingers and then 4.</li> <li>“Who can tell me a number sentence for 10 and 4 is 14?”</li> <li>Students need to say “ten plus four is fourteen”.</li> <li>Display the paper fingers on the board and write the number sentence.</li> <li>Now I am going to draw <b>two</b> ten frames. How can we show 14 using two ten frames? If help needed, say “We have 10, we have 4 and we have 14. How do we show it on the two ten frames? Explain: ten goes into a ten frame and four in t he other frame. Ask how many ten- frames are there? How Many are outside?”</li> </ul>	5-7 min
	<ul style="list-style-type: none"> <li>Do the same with 15 and 16.</li> <li>This time ask students quietly show on their fingers these numbers.</li> <li>Who can tell me a number sentence for 10 and 5?</li> <li>How can we</li> </ul>	
	<ul style="list-style-type: none"> <li>Show the video with counters from “Envision Math”</li> </ul>	

## Independent Practice

#	Activity	Time
1	<ul style="list-style-type: none"><li>Tell students that when I say “go” they would go back to their seats.</li><li>Tell them to make sure to write their names on the worksheet and take out their pencils.</li></ul>	1 min
	<ul style="list-style-type: none"><li>Model to the students the correct way to solve problems 1 and 2. Use the document reader.</li></ul>	3-4 min
	<ul style="list-style-type: none"><li>Have students independently solve problems 3 and 4. Monitor progress.</li></ul>	3-4 min

## Closing

#	Activity	Time
1	<ul style="list-style-type: none"><li>Tell students to put their worksheets under their desks.</li><li>Ask “What did you learn today?” , “How it will help you in the future?”</li></ul>	2-3 min

## Supplementary Activity for Early Finishers

- Students who finish early will be able to draw counters and complete similar number sentences on the other page of the worksheet.

## Assessment

Informal: students will be observed during the think-pair-share activity as well as ask questions indivisually.

Formal Assessment: a worksheet on pages 195-196 will be used.