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| **Teacher** **Tiffany White, Claire Pace** | **Date****2/29-3/11** | **Grade****K-5** | **Content Area** **Math – Unit 3, Lesson 2** |
|  **Objective/Essential Question:** **What is happening today?** **1. Count 1-10 movable objects in a line.****2. Count 1-10 non-movable objects in a line.****3. Rote count from 1-15.****4. Make sets of 1-9.****5. Add sets with sums to 10.****6. Compare sets for less than.****7. Identify the symbol for greater than (<).****8. Create an ABAB pattern.****9. Use a standard unit of measurement to measure 1-10 inches.****10. Name dates from 1st to 5th on a calendar.****11. Identify 1-10 days across 2 weeks using a calendar.****12. Name numerals 1-5.*** **Physical Skills: Students will be participating to the extent of their abilities for the lesson. Those who are able to participate with the smartboard activity will do so; others will participate with items brought to them, use of AAC devices, and manipulatives. Also, cutting, pasting, writing name.**
* **Cognitive Skills: (UDI)**

**Symbolic: students are working on number recognition, identification, counting 1-10, cutting, gluing, coloring, recognizing and writing name. Students will need minimal assistance, if any****Early Symbolic:** **students objectives are same, but they require more assistance because they are less independent, decrease choices to 2, increase assist with number recognition, identification, writing, cutting skills****Pre-Symbolic: students require more HOH assist with all tasks. The main objective is for students to complete as much of the activity as possible, to be introduced to math, numbers, number recognition and create a product with teacher assistance. Students will use more assistive devices and will have more materials brought to them, less interaction with Smartboard*** **Social Skills (learning teams): Students will interact with each other during group lesson and then will be able to interact, learn with peers during small group instruction, completing worksheets, etc**
 | **Plan for Differentiation:****Using Bloom’s Revised Taxonomy**http://ww2.odu.edu/educ/roverbau/Bloom/fx_Bloom_New.jpg |
| **Materials:****Early Numeracy Kit, work book, Math Story, number line, number tiles, green magnetic stars, calendar, plastic forks and spoons, counting cubes, ruler, symbol tiles - + = >,****Smart Notebook Act****Worksheets,****Glue, scissors, AAC devices** |
| **Vocabulary (Literacy)****Count, Equal, #’s 1-10, All together, number, pattern, measure, equal** |
| **Technology****Smartboard,** **AAC devices****21st Century Skills****Critical thinking and problem solving****Use of Technology –SmartBoard** |
| **Curriculum Standard****2nd grade****Understand place value.**1. Count (0-30) by indicating one subject at a time (one-to-one tagging) using one counting word for every object (synchrony), while keeping track of objects that have and have not been counted.

4. Use number word (0-30) of last object counted in a set, to name the total number of objects in the set when asked, “How many?” (Cardinality).5. Illustrate whole numbers to 30 using objects, representations and numbers.6. Compare sets of objects and numbers using appropriate vocabulary (more, less, equal, one more, one less, etc.).**Work with time and money.** 4. Use a calendar to mark differences between a day and a week.**Represent and solve problems involving addition and subtraction (0-30).**1. Use objects and representations to add and subtract groups of objects.
2. Use object, representations, and numerals to add and subtract within real-life one-step story problems to at least 30.

**3rd grade****Solve problems with measurements involving time and length.**4. Solve problems using appropriate vocabulary to describe differences in length (e.g., more, less, same).5. Use standard customary unit to measure length (inch).**Use place value understanding to add and subtract.** 4. Compare numbers (0-30) in relationship to benchmark numbers 5 and 10. 5. Compare sets of objects (0-30) by their relative magnitude (e.g., more, less, equal, one more, one less, bigger, small). 7. Use language and symbols (subtract, add, equal) to describe addition and subtraction problems. 8. Use addition and subtraction symbols in solving problems up to 30.**Represent and solve problems.**1. Solve addition and subtraction problems with result is unknown (i.e., 8 + 2=\_\_\_, 6 – 3=\_\_\_).

**4th grade****Analyze patterns.** 6. Use repeating shape patterns to make predictions and extend simple repeating patterns.**5th grade****Perform operations with multi-digit whole numbers (0-100).** 5. Solve single and multi-digit addition and subtraction equations (no regrouping).**Analyze patterns and relationships.**2. Use repeating shape and numerical patterns to identify the unit, correct errors, and extend the pattern. |
| **Lesson Procedures** |
| **Review** (Links to Prior Knowledge, Anticipatory Set)**: Students have been exposed to Math in other academic areas, as well as previous lessons in Math which we are reviewing, and building on specified math skills.**  |
| **What the teacher will do:** **\*Teacher will direct students through Lev. 3, Les. 2 smart book****1.TTW prepare class area for Math, with math manipulatives (provided in Kit), Smart Notebook, AAC devices as needed to optimize class participation.****2.TTW direct lesson from the Smartboard, or written curriculum.****3.TTW provide an anticipatory set – (Smart notebook has a page with this introduction on it.)** **4.TTW provide warm-up rote counting –Hold up one finger as you say each number 1-15. Use signs for each number as well. Count a second time, quicker, then choose a student to count.**  **( have students repeat and cheer and touch the numbers)** **5.TTW review numeral recognition saying a number, and then holding up that number, then using number tiles, number cards for students will identify which number has been called.** **Round 1 – (0 second time delay)** **Round 2 (2-4 second time delay)****6.TTW introduce the math story, after reading through, apply objectives to the math story, following along in the story and completing math objectives.** **7.Using the Smart Notebook, go through the objectives and complete the activities.****What the teacher assistants will do: The teacher assistants will be assisting students to sit in chairs, attend to smartboard, math story, assisting with behaviors if needed. The TA’s will also be collecting data on math objectives within the lesson. When students are split into small groups, each TA will be responsible for a particular group of students to complete the appropriate worksheet with.****\*Students performing on a higher level will complete their appropriate lesson using the ENSB book/materials** (in separate group) |
| **Guided/Independent Practice****Guided practice: When teaching this lesson the first time, model each objective before requesting students to perform it. Fade use of model across days 2-4 of instruction, so by 5th day you have taught the lesson, no model is provided and students respond independently.** **Independent practice**: **Students are encouraged to participate, by counting using AAC devices, smartboard activity, manipulatives – number tiles. During small group instruction students will be given opportunities to complete worksheets for independence as well.** |
| **Assessment/Check for Understanding****Pre and Post tests are part of the Early numeracy curriculum, as well as data kept on specific objectives within the lesson.** |
| **Closure/Summary****Student’s progress may vary depending on ability levels, the objectives can be adapted more if needed for those students who need more help. Post testing will provide additional information on which objectives need more remediation and which have been mastered.** |
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| **Reflection** **(after teaching the lesson)** | **Differentiation** | **Student Engagement** | **Data****Collection** | **Higher Level Question** | **Lesson Effectiveness** |
| **Low High****1 2 3 4 5** | **Low High****1 2 3 4 5** | **Low High****1 2 3 4 5** | **Low High****1 2 3 4 5** | **Low High****1 2 3 4 5** |
| **Comments** | **What would you do differently and what worked well?** |
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