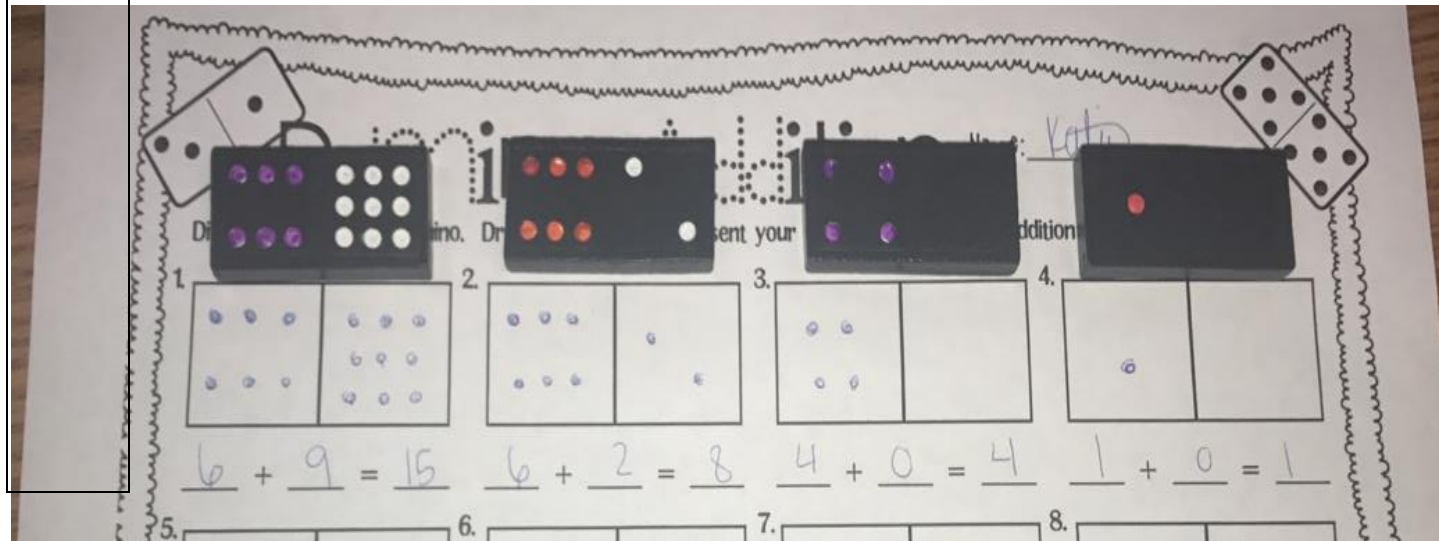


Lesson Plan Template

Date: 02/06/18

Grade: Kindergarten Materials: Dominos, Domino Math Sheets, Smart Board, Pencils Instructional Strategies: <input type="checkbox"/> Direct instruction ✓ Peer <input checked="" type="checkbox"/> Guided practice teaching/collaboration/ <input type="checkbox"/> Socratic Seminar ✓ cooperative learning <input type="checkbox"/> Learning Centers ✓ Visuals/Graphic organizers <input type="checkbox"/> Lecture <input type="checkbox"/> PBL <input type="checkbox"/> Technology integration <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Other (list) ✓ Modeling	Subject: Math Technology Needed: Smart Board Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity ✓ Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s): K.OA.1 – Represent addition and subtraction in a variety of ways	Differentiation Below Proficiency: Have partner help, if not working, pull aside and work one on one with student Above Proficiency: More complex dominos to count Approaching/Emerging Proficiency: - Modalities/Learning Preferences: Visual
Objective(s) By the end of the lesson, students will demonstrate addition using dominos Bloom’s Taxonomy Cognitive Level: Application	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to be respectful and good active listeners while the teacher is explaining and demonstrating the activity. Students will be expected to demonstrate cooperative collaboration and work well with their assigned partners.
Classroom Management- (grouping(s), movement/transitions, etc.) The lesson will begin in whole group as the concept and activity is being explained and demonstrated to students. We will then transition into pairs of two as students work together to participate in the activity and fill in their domino sheets.	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to be respectful and good active listeners while the teacher is explaining and demonstrating the activity. Students will be expected to demonstrate cooperative collaboration and work well with their assigned partners.

Minutes	Procedures
5	Set-up/Prep: Have bags of dominos and domino math sheets ready to hand out after teacher demonstration, upload domino math worksheet onto the smart board
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Remind students of the addition they have been learning over the past week. Excite students by telling them that today they will be participating in a fun activity involving the addition they have been learning
7	Explain: (concepts, procedures, vocabulary, etc.) Start by showing students the domino math sheet on the smart board and hold a bag of dominos in front of them. Then explain and demonstrate how students will pick one random domino out of the bag. Next, students will write the dots found on their domino onto the first domino on their sheet, in the correct spots (color side on the left, white on the right) Once they are finished drawing their dots, they will write the number on the line provided below for each side. They will then add the two numbers and write the new number. Here is an example:



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13	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>Split students up into pairs of 2 by selecting random name tags and have them pick a spot to sit together. Then hand out the domino math worksheets, as well as the bags of dominos. Each student will receive one worksheet and one bag of dominos. Have students begin activity, walking around and helping students when needed. Let students work on activity until finished. Students who get finished before others will read a book quietly.</p>	
	<p>Review (wrap up and transition to next activity):</p> <p>Have students hand in completed domino worksheets. Have students put name tags and pencils away. Tell students to sit at their spot quietly and prepare for the next activity.</p>	
<p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none">• Progress monitoring throughout lesson (how can you document your student's learning?) <p>Students will turn in their domino worksheets</p>	<p>Summative Assessment (linked back to objectives, END of learning)</p> <p>Students will have another addition lesson the next day.</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Do more examples when demonstrating Instead of doing activity on the smart board, have them sit at the circle and show them on the sheet Have students come up and try so I know they understand the concept Make sure students aren't reversing numbers (7 and 3) Have more one on one time to reinforce the activity with students who aren't fully understanding Explaining what 0 dots means and how to add it Next time, pulling out all dominos that had blank dots or "0" dots so students do not have to work on that skill Reinforcing to ask and work with partners before seeking help from the teacher During out the lesson, I had one group use only 1 bag and 1 worksheet to do the activity together which is something I would definitely do the first time around if teaching this lesson in the future. Only letting students have their own bag and own worksheet after doing the activity with a partner first.</p>		