Lesson Plan Template

Grade: Kindergarten	**Subject: Math**
Materials: Flash cards, dice, dominos	**Technology Needed: Chromebooks/tablets**

Instructional Strategies:

- ☐ Direct instruction
- ☐ Guided practice
- ☐ Socratic Seminar
- ☐ Learning Centers
- ☐ Lecture
- ☐ Technology integration
- ☐ Other (list)
- ☐ Peer teaching/collaboration/ cooperative learning
- ☐ Visuals/Graphic organizers
- ☐ PBL
- ☐ Discussion/Debate
- ☐ Modeling

Guided Practices and Concrete Application:

- ☐ Large group activity
- ☐ Independent activity
- ☐ Pairing/collaboration
- ☐ Simulations/Scenarios
- ☐ Other (list)
- ☐ Hands-on
- ☐ Technology integration
- ☐ Imitation/Repeat/Mimic

Explain:

Standard(s)

K.AR.OA.6 Recognize, duplicate, complete, and extend repeating patterns in a variety of contexts (e.g., shape, color, size, objects, sounds, movements).

K.NO.CC.4 Recognize and verbally label arrangements, without counting, for briefly shown collections up to 10 (e.g., "I saw 5." How do you know?" "I saw 3 and 2, that is 5.").

Objective(s)

After one day of a brief lesson and activities, students will be able to execute the principle of subitization in games, as well as in the practice of daily math skills.

Bloom's Taxonomy Cognitive Level: apply

Differentiation

Below Proficiency: These students in their groups will work at a slower pace to ensure that they grasp the concept without feeling stressed.

Above Proficiency: These students can work on activities involving larger numbers to subitize, as well as work at a faster pace.

Approaching/Emerging Proficiency: These students will be pushed past the basic level of understanding without being overwhelmed (working on slightly larger numbers at a decent pace fitting their needs)

Modalities/Learning Preferences:

Classroom Management- (grouping(s), movement/transitions, etc.)
Students will be grouped by ability level and will play games and do activities in small groups during the day to work on subitizing skills while still having fun.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
These activities will be primarily done in small groups. The teacher will create the groups and they will be expected to go from station to station quietly and work with minimal talking in a lower level voice.

Minutes	Procedures
10 min.	**Set-up/Prep:** Teacher will need to set up each station prior to the lesson, as well as have all handouts printed.
5-10 min.	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Students will do a pattern worksheet. Students will have prior worked on understanding patterns, so this will primarily be review, but it is essential to touch upon this knowledge before going into teaching subitization. While they work on this worksheet, a subitizing song will be played: https://youtu.be/nsScVF6Jo6A?feature=shared Since this video includes an activity, students will be able to try the activity once their sheet is finished until the entire class is finished. The pattern worksheet should not take the students too long to complete.
5-10 min.	**Explain: (concepts, procedures, vocabulary, etc.)** Teacher here will explain what subitizing is. - Knowing numbers without counting - Seeing how one singular number can be represented in different ways (draw different numbers on board, i.e., the number 5 as *****, 5, 2+3, etc.) Large group activity: - Teacher will hold up flash cards, and students will hold up flash cards, and students will subitize the number and hold up the amount of fingers that are on the card. Teacher will go through cards three times growing increasingly faster, and adding higher numbers each time (i.e., round 1: 1-5 for 5 seconds, round 2: 1-7 for 4 seconds, round 3: 1-8 for 3-4 seconds) - This large group activity will help teacher decide how to group students seeing who understands faster and who takes a bit longer to get the answer
10-15 min.	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** There will be three stations: 1. Teacher-led dice game: teacher will role dice (one or two depending on level the students are at) and will count to three and hide the dice (time can be changed if necessary). Students will have a bingo sheet with numbers and will fill in the

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	number they saw. 2. Tech game: https://toytheater.com/subitizing-seeds/ 3. Dominos: Students will line up dominos according to their matching numbers, but they will need to say number before placing a domino. 5 minutes will be spent at each station before rotating.
<5 min.	**Review (wrap up and transition to next activity):** Chat about activities, see if kiddos liked them, what they learned, etc.

Formative Assessment: (linked to objectives) **Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.** Teacher will be working with students at one of the stations, asking questions, answering their questions, and practicing with them at their individual skill levels. **Consideration for Back-up Plan:** None, this lesson will be more of a break-day, making it not overly important that students master this skill, but have a basic understanding of it.	**Summative Assessment (linked back to objectives)** **End of lesson:** Possibly a patterns quiz or going over flash cards quickly, however, I find that this is likely unnecessary as it is a very basic skill that grows over time through practice of math. **If applicable- overall unit, chapter, concept, etc.:** N/A

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

N/A