VANGUARD UNIVERSITY

Standards-Aligned Lesson Plan Template
Beginning Student Teaching
Graduate Program in Education

Name: Lauren Jones

Subject(s): Mathematics

Grade: Kindergarten

Teacher(s): Lauren Jones

Mentor Teacher: Lindsay Messner

School: Newport Heights Elementary School

Lesson Time Allotment: 35 minutes Date: 10/13/2024

TPE Target Skills:

1: TPE 3.1- Demonstrate knowledge of subject matter, including the adopted CA State Standards and curriculum frameworks.

2: TPE 4.7- Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

Section 1 – Goals, Standards, and Assessments
TPE 1.4, 1.5, 1.6, 2.2, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5

1. CA State Standard(s) and/or Curriculum Frameworks (TPE: 3.1, 3.2, 3.3, 4.4)
What is the CA state standard/framework that you will be addressing for this lesson?

K.CC.B.5
Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

K.OA.A.A.1
Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.

2. Learning Goal(s): Based on the CA State Standard(s) you have identified above, what will students have mastered in terms of knowledge and/or skill as a result of this lesson? (TPE 2.2, 2.6, 3.2) (Sample sentence frames: "By the end of this lesson, my students will have mastered the ability to…" or "By the end of this lesson, my students will be able to explain…")

1. By the end of this lesson, my students will be able to comprehend (in spoken language) that the term "add" refers to putting together 2 groups of objects.
2. By the end of this lesson, my students will have practiced repeating statements (orally) of the form "____and ___is ____" and will be able to accurately represent addition statements. Students will understand how numbers combine by using the addition statement which will help them understand how numbers combine. Students will have the opportunity to practice orally and with the ten frames to solidify their grasp of the concept.

3. Assessment Criteria for Success: How will the teacher and the student know if each of the specific objectives identified above have been successfully met?

A. Formative Assessments: At least two formative assessments total, ***at least one with a rubric*** that provides information that allows you to measure whether students have met each of your learning objectives. Copy or attach rubric to this template. (TPE 1.8, 2.5, 5.1, 5.5)

Formative Assessment 1:

After our warmup introducing *Questions about Us: Winter or Summer* and how students consider concepts of number in a familiar context the students will participate in an activity. Students will put together dots on 5-frames. The purpose of this activity is for students to find the total number of dots on two 5-frame cards. Students will use the structure of the 5-frame to help them find the total number of dots. For example, if there is a 5-frame with 4 dots and a five frame with 1 dot, students may notice that if you move the 1 dot to the 5-frame with the 4 dots, the 5-frame would be full. Although using the structure may help some students, many students will count all the dots on both cards to determine the total number of dots. Both strategies demonstrate an understanding of adding two groups together to find the total number of dots. This assessment will take place after I have introduced the concept and modeled it for the students under the document camera. Then I will be able to give the students clear instructions. I will tell them they will be working in groups of two and then discuss with their partner. Then I will direct them to their table seats and watch the students begin doing the activity. I will walk around and glance at the activity and when it's time for the students to discuss with their elbow partner I will encourage them to challenge each other when they disagree.

Formative Assessment 2:

After putting together dots on 5-frames the students will grab their clipboards and their pencil boxes from their desks and transition to their square spots on the carpet. The students will prepare to practice counting how many apples. The purpose of this activity is for students to count 2 groups of images to find the total. Students recognize the 2 groups as well as the total when both groups are put together. Students repeat addition language such as "5 apples and 3 apples is 8 apples". On the overhead projector, I will model the first problem. We will look at red and green apples. For the modeling problem I will ask them "How many red apples are there?" I will give thirty seconds for the students to think about their answer before I call on a student. Then I will ask them "How many green apples are there?" I will then give thirty seconds again and then call on another student. Then my last question I will ask is "How many apples are there altogether?" I will have the students write down their answer and do so quietly. I will then choose a student who got the correct answer and share their answer and how they came to that conclusion as means of informative assessment. Students then will finish the activity independently and finish answering all the problems. Students will be assessed not only on their answer but how they got their answer while I walk around and circulate the room. As I circulate the room, I will draw a star on each of the student's papers with a marker who is understanding how many apples there are and how many apples there are altogether. For students who are struggling I will come around and highlight the problem they got wrong and ask them to recount for me how many apples there are.

Assignment Title: How Many Apples?

Scoring:	1 point	2 points	3 points
Objective 1 (Conceptual Understanding)	Shows little to no understanding of the concept of addition; does not recognize that adding means combing two groups	Demonstrates basic understand of addition, can identify that addition involves combining groups but may struggle with execution	Shows clear understanding of addition; accurately explains that addition combines two groups into one and uses addition

			statement to explain their problem
Objective 2 (Understanding of Addition)	Student was unable to identify the groups of apples and or count accurately.	Student can identify the groups of apples but may make minor counting errors.	Students can accurately identify the groups of apples and count correctly.

B. Self-Assessment: How will all students be involved in self-assessment and reflection on their learning goals and progress? If working in teams, how will they peer-assess each other and the group? ***A rubric is required for the students to use in either self-assessment*** or team/peer assessment (TPE 1.5, 5.3)

For self-assessment, after solving the four problems on their worksheet by themselves, they will learn about if their answers were correct or not. As a class we will go over the four problems that the students completed on their own. I would tell students to give me a thumbs up if they got the answer right. If they did not get it correct, I will come around and with my highlighter circle the problem they need to fix. I will tell the students to correct the problem. This process will help students reflect on their learning and how they did in regard to the learning goals.

Student friendly version:
Hello kindergartners. When you are working on your paper counting how many apples there are, remember we need to be quiet and work by ourselves. When you are finished solving all four problems on your paper, I want you to quietly give me a thumbs up, so I know you are done and ready to go over the answers as a class. Once everyone is done, I will go over the answers. Now when I finish showing you the correct answers, I want you to look and see if your answers are correct or incorrect. If you didn't get some of your answers right, I want you to change your answers. It's okay if we got some answers wrong but it's important to make sure we have the correct answers and we learn from our mistakes.

Criteria	Not Yet	Getting There	Wow!
I can solve all problems by counting the two groups of apples and finding the total by explaining and showing my work.	Student can solve one problem but can't explain or show their work.	Student can solve two problems and can show their work but still have difficulty explaining.	Student can solve all four problems and can show their work and explain how they got their answer.
I can find out how many apples I have when I put together two groups.	Student was unable to identify	Student can identify the groups of apples but	Shows clear understanding of addition; accurately explains that

	the groups of apples and or count accurately.	may make minor counting errors.	addition combines two groups into one. Students can accurately identify the groups of apples and count correctly.

4. Relevance/Rationale:
Based on prior *assessments* of your student's level of academic understanding for this subject, why is this the critical lesson for your students to learn right now in your class? (These assessments can be based on formal assessments such as past quizzes or informal assessments based on observations). (TPE 1.3, 2.6, 3.2) Make *sure to cite specific evidence* from prior student learning to support your rationale:

To the best of your observations, what existing assets and funds of knowledge do you students already have about your lesson topic (outside of what has been taught in class)?

What misunderstandings and misconceptions do you expect students might have from the lesson?

Students have previously been working on learning about counting two groups of objects to find the total number of objects. In this lesson, students count images and discuss how they counted the two groups to find the total number of images. In this lesson it is the second lesson for this unit. They have excelled in the first lesson so far, and they are ready to move on and learn about lesson two on Groups of Images. Students will be prepared in counting from objects to counting images. The students will be using their previous knowledge on how they remember to count objects together and do the same when counting images. They can use their previous knowledge on knowing how to count objects to counting images to help them solve. The prior lesson provided to me by my mentor teacher has informed me on specific areas and needs to address with this new lesson. Students have a good grasp on knowing how to count as well as counting objects. This will help students in the new lesson when they learn about how to count images and discuss how they counted to find the total number of images. I believe students will be able to take these strategies about counting objects and apply it to the problems they need to solve to be able to count objects and count the two groups and then find the total number of images. Students might have a harder time with counting images because they are used to moving around the objects to making it easier to count. Students will only have a picture and will have to use different tools to find ways to add. I will emphasize that the apples they will be counting today are pictures of apples. I will tell the students they need to remember the different tools we have in order to count. I will help them by showing them we have hands that are tools, and we have fingers that can point.

Multilingual/EL students
5. ELD Standards Addressed: Identify one standard from Part 1 and another from Part 2 of the ELD Standards that you will implement during this lesson to support your English language learners. (TPE 1.1, 1.6, 3.5, 4.4) *Make sure to include both the ELD Standard number and the content of the standard!* (Feel free to cut and paste!)

Part 1: Interacting in Meaningful Ways: A. Collaborative, B. Interpretive, C. Productive

ELD Standard A. Collaborative 1 (Bridging)

1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.

Part 2: Learning How English Works: A. Structuring Cohesive Texts, B. Expanding and Enriching Ideas, and C. Connecting and Condensing Ideas

ELD Standard C. Connecting Ideas 6 (Bridging)
6. Connecting ideas combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but so) in shared language activities guided by the teacher and sometimes independently.

6. ELD Standard Learning Goal(s): Based on the ELD Standards you identified above, what will students have mastered in terms of knowledge and/or skill as a result of this lesson? (TPE 2.2, 2.6, 3.2) (Sample sentence frames: "By the end of this lesson, my English language learners will have mastered…" or "By the end of this lesson my English language learners will be able to explain…")

Learning Goal (ELD Standard Part 1):

By the end of this lesson, my English language learners will have effectively demonstrated the ability to count two groups of images accurately and orally express the quantity in a complete sentence.

Learning Goal (ELD Standard Part 2):

By the end of this lesson, my English language learners will have effectively articulated the counting process and expressed the total using the addition language such as, "5 apples and 3 apples is 8 apples".

Please explain at least 2 instructional methods (such as SDAIE strategies, levelled questioning, graphic organizers, etc.) you will use to meet your ELD Standard learning objectives for this lesson.

a. ELD Standard Learning Goal Part 1:

- Strategies you will use:
  a. I will implement levelled questioning to help them think about their answers and reasoning for their answers. For example: "How many dots are there altogether?" "How do you know?" This will help my English learners to develop stronger arguments.
  b. I will provide the class with a sentence frame to help them answer and explain their reasoning. For example: "___dots and ___dots is___dots." This sentence frame will help my English learners with vocabulary and help them feel more confident in answering.
- Informal assessment you will use to evaluate if the strategy is working:

  I will circulate the room, if I see my EL has two 5 frame cards and is counting how many dots, they see on the frame cards and is trying to move some dots over to fill up both 5 on the two frame cards then they are doing the activity correctly and they are understanding how to count all the dots and can determine the total number of dots that they were given.

b. ELD Standard Learning Goal Part 2:

- Strategy you will use:
  a. I will use an anchor chart to visually demonstrate addition by drawing two groups of watermelon. I will use the terms addition and altogether when comparing the two groups of watermelon. This is for an example that will help my EL connect to the practice of language being used and understanding of grouping images.
  b. I will model before they do their four problems on their clipboards under the document camera how to count the two groups of apples and how to find the total number of apples. Modeling will help my EL visually see how they will be doing this.
- Informal assessment you will use to evaluate if the strategy is working:

  I will walk around and go over to my English language learners after they are finished with their problems and see if they can construct an explanation to support their answer to the problems, they had to solve from counting two groups of apples and then finding the total amount.

7. Academic Vocabulary: (Please chose 2-5 content-specific vocabulary terms that your students will have mastered by the end of this lesson) (TPE 1.4, 1.6, 3.1, 3.2, 3.3, 3.5)

1. Add: to put things together. Adding is like putting things together to make a bigger number.
2. Together: putting things in one group. It's like joining things to make one big group.
3. 2 groups: having two sets of things. Each group is a separate set of items.
4. Total number: how many things there are when you count them all together. The total number is the big number you get when you add everything together.

8. Essential Questions: (TPE 1.5)

1. What happens when we put both groups together? How can we find out the total?
2. Can you think of another way to represent these two groups? (e.g., blocks)

Section 2: Differentiation Case Studies: Focus Students 1, 2, and 3

(Focus on the needs of the whole class to be addressed on the Demographic Profile)

Focus Student #1 (FS1): English Learner

Updates/observations regarding this student (academic or otherwise):

Student is not identified as an English learner but is a low performing student with English difficulties. Student works super hard when doing schoolwork. Student is progressing slowly in English.

Assets and Challenges

Please identify three ways this specific student will have assets or challenges that they might bring into this lesson. Then identify one strategy for each asset or challenge that you will use to support the success of this child by either empowering their assets or removing barriers for their challenges.

Specific Assets/Challenges	Specific form or support to address each asset/challenge:
#1 Asset/Challenge Student works super hard when doing work and a hard worker. Student is always focused during instruction and interacts during discussion time.	**#1 Strategy:** Use Visual Aids: Incorporate colorful visuals, like charts and pictures to support understanding and maintain interest in the lesson.
#2 Asset/Challenge Student has a hard time forming letters and numbers correctly. During our alphabet song has a hard time saying the sounds and letters.	**#2 Strategy:** Incorporate Language Modeling: use simple, clear language and repeat key vocabulary throughout the lesson. Encourage the child to use math related words in context by modeling sentences and promoting them to respond or describe their thinking.
#3 Asset/Challenge Student didn't have much knowledge starting the school year knowing letters and numbers. Did go to preschool prior to kindergarten.	**#3 Strategy:** Engage in Collaborative Learning: Pair the English learner with another student in the classroom. Collaborative activities allow for peer support, shared problem solving, and more opportunities for language practice in a low-pressure environment.

Focus Student #2 (FS2): SPED

Updates/observations regarding this student (academic or otherwise):

Student is diagnosed with an IEP/OHI (Autism). Student has a low frustration tolerance. Student has a hard time transitioning from one activity to another. Student does do his work and follow directions.

Assets and Challenges

Please identify three ways this specific student will have assets or challenges that they might bring into this lesson. Then identify one strategy for each asset or challenge that you will use to support the success of this child by either empowering their assets or removing barriers for their challenges.

Specific Assets/Challenges	Specific form or support to address each asset/challenge:
#1 Asset/Challenge Student does work and follows directions.	**#1 Strategy:** Visual Supports: incorporate a visual chart to help the student follow along with lessons and understand daily routines.
#2 Asset/Challenge	**#2 Strategy:**

Student has a hard time with doing fine motor activities any may need help when it comes to writing on the worksheets, we do for the activities.	Chunking Tasks: Breaks tasks into smaller, manageable steps to avoid overwhelming the student and allow for easier focus on one skill at a time.
#3 Asset/Challenge During discussion time, student participate and gives comments or ideas that very different from the actual answer.	**#3 Strategy:** Simplified Language: Use clear, concise language and avoid complex vocabulary. Simplifying instructions can help the student better understand tasks.

Focus Student #3 (FS3): Special Circumstance

Updates/observations regarding this student (academic or otherwise):

Student is high performing. Student went to preschool for three years before starting kindergarten. Student is diagnosed with asthma. Student expresses frustration when challenged and struggles to engage in extra work.

Assets and Challenges

Please identify three ways this specific student will have assets or challenges that they might bring into this lesson. Then identify one strategy for each asset or challenge that you will use to support the success of this child by either empowering their assets or removing barriers for their challenges.

Specific Assets/Challenges	Specific form or support to address each asset/challenge:
#1 Asset/Challenge Student is very high in academics and knows all uppercase and lowercase letters. Student also knows all sounds. Student is very advanced. Student went to pre-k last year.	**#1 Strategy:** Set goals together: Help the child set personal learning goals that are specific and achievable. This process can empower them to take ownership of their learning and encourage them to strive for improvement at their own pace, which can mitigate feelings of frustration.
#2 Asset/Challenge Student always finishes work way before anyone else. Does the work correctly.	**#2 Strategy:** Encourage Peer Collaboration: Foster opportunities for the child to work with her peers. Collaborative learning can reduce pressure and allow them to share ideas and strategies, making the experience more enjoyable.
#3 Asset/Challenge Student expresses frustration when challenged and struggles to engage in extra work.	**#3 Strategy:** Offer Constructive Feedback: Provide specific, positive feedback that focuses on what they did well and how they can improve. This helps build confidence and encourages them to see challenges as manageable rather than overwhelming

Section 3: Universal Access Lesson Development

TPE 1.4, 3.5, 3.6, 4.1, 4.4, 4.5, 5.7, 5.8 SSP-ELD

What forms of differentiation (modifications/accommodations/special instructional strategies) will be made for this specific lesson based on the assets and challenges of your students? (TPE 1.4)

1. Universal Design for Learning (whole class) Support:
(TPE 1.4, 4.4, 4.7) Identify one strategy you will use from each of the UDL multiple means categories to create a lesson that works towards universal design. (Support for identifying rich UDL strategies can be found here: http://udlguidelines.cast.org..)

Multiple Means of Engagement:

I will have students work independently and in pairs to give students a variety of participation and recognize different comfort levels in students. This fosters motivation by giving students different ways to demonstrate their understanding.

Multiple Means of Representation:

Highlight patterns, critical features, big ideas, and relationships. Through an anchor chart, drawing out an example of two groups of watermelon as images and then together as a class adding each group and then

finding the total within 10 will help student solve the four problems on their worksheet. While demonstrating I will also use vocabulary words like “add” altogether” “total number”. This strategy of demonstrating will help students solve.

Multiple means of Action and Expression:

Vary and honor the methods for response, navigation, and movement. Throughout the lesson, there will be two activities for the students. I will have flexible seating. For the first activity the students will be sitting in their seats. For the second activity the students will be sitting in their square spots on the carpet. I will reduce barriers to learning and provide flexibility. For the second activity they will be using their clipboards to clip their worksheet for math. They will also be using their pencils to solve the four problems of counting two groups of apples and finding the total. The students will be showing their work and writing the number for finding the total.

2. Higher Order Thinking Strategy Develop your lesson in a manner that ensures students will be engaging at least *three levels* of Bloom’s Taxonomy during, including at least one form of higher order thinking (Analyze, Evaluate, or Create) (TPE: 1.4, 4.4) Briefly explain how each of the three categories will be incorporated:

1: Understand- Students will understand how to accurately count each group recognizing that adding groups together gives a total amount.

2: Apply- Students will apply their knowledge of counting groups of images by working collaboratively on counting activities that involve addition, creating visual representations of groups, and writing number sentences to express their findings.

3: Evaluate- Through self-assessment, students will be working on solving additional addition problems. I will check their work with by drawing them a happy face or thinking face. I will ask students if they counted all the objects? Ask them to ask themselves do I think my answer is right? And ask them to say can I show how I got my answer? For students who have a thinking face, I will guide them to recheck their work by asking questions like, “what could you do differently?” or “Can you count again to be sure?”

3. Social-emotional Learning Support: https://casel.org/what-is-sel/ (TPE 2.1)
Identify one specific SEL competencies (Self-awareness, Self-management, Social awareness, Relationship Skills, Responsible Decision-making) that you will focus on for the *whole class* (Support for identifying rich SEL strategies can be found here: https://casel.org/what-is-sel/.)

Specific strategy that you will use to inculcate that competency for this lesson:

Self-Awareness:
Before the beginning of the lesson, I am going to describe to my students what we will be learning today for math. I will talk with my students about the previous lesson they have been learning so far with counting two groups of objects to find the total number of objects. I will then tell my students today we will be learning about counting with groups of images. I will explain to my students that it’s okay if math is hard for you. Everyone finds some things tricky with math, but it’s important to try our best and keep learning. We can get better with practice! We will be practicing having a growth mindset today. A growth mindset means believing that we can get better at things with effort and practice. It’s okay to make mistakes because they help us learn and grow. When we

keep trying, we can improve and get stronger in anything we do! So, let's remember to have a growth mindset when doing math today. It's okay if it feels hard at first. Keep trying, and you'll get better with practice. Mistakes help us learn! Be kind to yourself! At the end of the lesson, I will discuss with the class and ask them what's one way they had a growth mindset during our math lesson today. I will ask them, "How did you show a growth mindset today? And "What is one way you kept trying and learning, even if something was challenging?"

5. Lesson Enhancement Strategies:
(Please address each of these only if you plan to use them, ***they are NOT mandatory***)

21st Century Skills: (TPE 1.5, 3.3, 4.7) Communication Collaboration Creativity Critical Thinking	Technology: How will technology be incorporated into the lesson? (TPE 1.2, 1.4, 3.6, 3.7, 3.8, 4.4, 4.8 4.9, 5.4)	Visual and Performing Arts: How will the students be provided with opportunities to access the curriculum by incorporating the visual and performing arts? (TPE 1.4, 1.7, 3.3, 3.6, 4.4)
Collaboration will be incorporated when students and I are engaging in the warmup, activity questions, and end of lesson discussion. During activity one, students will be working with their elbow partners on putting together dots on two 5 frames and discussing their answers on how they filled the frames up with their dots.	Technology will be incorporated when using the projector to guide the entire lesson and discussions about counting two groups of images.	N/A

Section 4: Instructional Procedure
TPE 1.4, 1.8, 2.1, 2.3,2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.4, 4.7

1. Instructional Method: (TPE 1.4, 2.1, 3.5, 3.6, 4.4, 4.7) Circle all that apply–
Direct Instruction Cooperative Learning Collaborative (Inquiry-Based) Learning

3. Resources / Materials: What texts, digital resources and materials will be used in this lesson?

1. Make a copy of 5-frame cards
2. Make a copy of activity two worksheet
3. Overhead projector for modeling activity one and two
4. Anchor chart for modeling an example math problem
5. Clipboard
6. Pencil

4. Lesson Plan: Provide a clear explanation of each stage of your lesson. This should include a description of what will be taught (including links to any Google Docs, Powerpoints, YouTube videos, etc.), how the students will be engaging the lessons, and examples of directions, explanations, and questions that the teacher candidate

will use to scaffold the progress of learning. If it helps, you can write it out like a script of what you basically expect to say.

Introductory Lesson Explanation: (TPE 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3)
How will you establish a positive and safe learning environment?

Before the beginning of the lesson, I am going to talk about self-awareness to my students. I will explain to my students that it's okay if math is hard for you. Everyone finds some things tricky with math, but it's important to try our best and keep learning. We can get better with practice! We will be practicing having a growth mindset today. A growth mindset means believing that we can get better at things with effort and practice. It's okay to make mistakes because they help us learn and grow. When we keep trying, we can improve and get stronger in anything we do! So, let's remember to have a growth mindset when doing math today. It's okay if it feels hard at first. Keep trying, and you'll get better with practice. Mistakes help us learn! Be kind to yourself! At the end of the lesson, I will discuss with the class and ask them what's one way they had a growth mindset during our math lesson today. I will ask them, "How did you show a growth mindset today? And "What is one way you kept trying and learning, even if something was challenging?"

Student friendly version of how you will introduce your learning goals:

Today we are going to continue our learning on counting. Today we will be learning how to count two groups of images and how to add the two groups together to get our answer.

Student friendly explanation of how this lesson connects to prior lessons and the larger unit for this subject (ie., how does it connect to the big idea of the unit)?:

Yesterday, we learned about counting two groups of objects and finding the total number. Today we will be continuing our learning by counting two groups by using images to find the total number.

How will you communicate your expectations for learning and behavior?

In regard to behavior, students will be reminded of the behavior clip system and table points for their table to be encouraged to take their learning seriously so they can have a chance to move their clip up and have a chance as a table group to earn a table point.

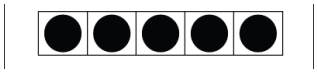
Open –
Anticipatory Set: ***This should be a short, attention-grabbing, engaging opener that recruits the interest of your students, provokes curiosity, and makes them want to learn more***.

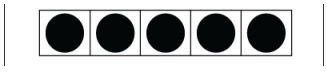
On the carpet, we will be sitting in our assigned square spots and be ready to learn about math on the overhead projector. To open the lesson, I will be introducing our lesson on counting two groups of images. As a class we will start with a warmup about "Questions about Us: Winter or Summer?" The purpose of this warm-up is for students to consider concepts of number in a familiar context. Students will use the structure of the 5-frame on the chart to determine how many students made each choice. Students have an opportunity to hear and practice the count sequence. The students will share in groups of two and talk with their elbow partner about "Which season do you like better: winter or summer?" The students will have thirty seconds to discuss with their partner.

After, I will record some responses from students, about what they prefer, either winter or summer. Next, I will start the warmup activity. I will ask, “How can we figure out how many students like winter better?” I will give each student thirty second think time and then thirty second discussion time with their elbow partner. I will record some responses and discuss with class how to demonstrate how we can count the students who prefer winter. Then, I will ask, “How can we figure out how many students like summer better?” I will give thirty second discussion time and share responses. This time I will pick a student to demonstrate how to count how many students like summer. After discussing the three activity questions we will then move onto our first activity which is putting together dots on 5-frames.

Body –
This section should be no shorter than 3 paragraphs. Your professor should be able to imagine each step of the lesson and have a strong understanding how you will explain the concepts (writing out your explanations will help you grow in your clarity) and give students opportunities to meaningfully engage them.
Options: You can use a simple “I do, we do, you do” approach to this section.
You may also use the Seven Step Lesson Plan approach, which includes these stages: Teach/Model, Check for Understanding, Guided Practice, Independent Practice (TPE 1.8). Make sure that your descriptions are thorough enough that your professor can imagine the progress of each stage of the lesson and discern whether there has been appropriate scaffolding.

Teach/Model:
For the first activity for putting together dots on 5-frames the students will be able to count dots on two five-frames’ cards. Students will use the structure of the five frames to help them find the total number of dots. For example, if there is a 5-frame with 4 dots and a 5 frame with 1 dot, students may notice that if you move the 1 dot to the 5 frame with the 4 dots, the 5 frames would be full. Students will be able to demonstrate an understanding of adding two groups together to find the total number of dots. To start the activity, I will model the activity under the document camera. I will explain to “Work with your elbow partner and gather all your dots and have your two five frames in front of both of you. First, on the first five frames see if you can fill it up with your dots to make it full. After go to your second five frame and see if you can make it full with your dots. Make sure to sort the dots on the five frames to make the 5 frames full. After you are finished sorting, I want you to discuss with your partner if you both sorted correctly, and both of your five frames are full. Take turns discussing how you figured out where to put your dots. Then I will ask the class “I have two five frames with some dots in them. How many dots are there altogether? How do you know?” I will have the students think for thirty seconds and then discuss with their partner for thirty seconds. I will grab the class’s attention and share and record responses. After discussing with the class that they will be given a worksheet where they will write the number on the lines of how many dots they have altogether.

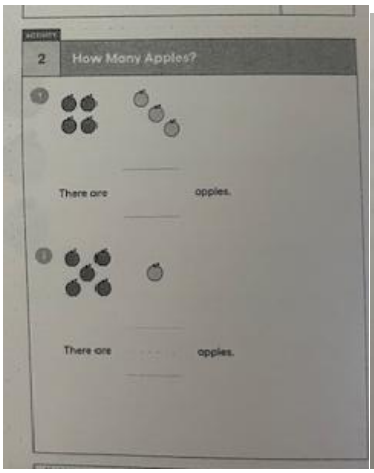


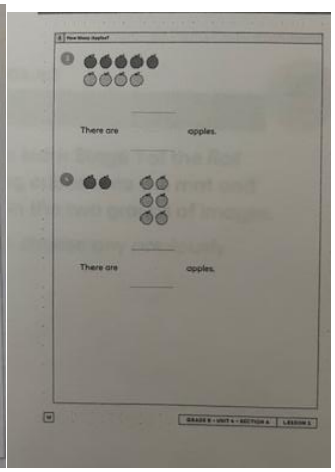


For the second activity, students will transition from their table desks to the carpet on their square spots for this activity. The students will bring their clipboard and their pencil boxes with them to their square spots. The

students will be able to count how many apples they see. The purpose of this activity is for students to count two groups of images to find the total. Students recognize the two groups as well as the total when both groups are put together. Students will repeat addition language such as, “5 apples and 3 apples is 8 apples”. We will first start off with an anchor chart. I will introduce vocabulary such as “add” “total number” and “altogether”. I will also model on the anchor chart an example problem of two groups of watermelon and finding the total number to help the students understand their independent work.

Independent Practice:
Next, students will get out their clipboards and their pencils from their pencil box and look up on the projector. I will display a worksheet for the students to do on counting apples. There are four problems on the worksheet. I will give them instructions to do the worksheet. I will say, “for this worksheet I want you to first write your name at the top. Then for the worksheet you need to count how many red apples there are and how man green apples there are and then count up how many apples there are altogether. I will tell the students to write the number next to each group of how many apples there are, so you don’t lose count. Then I will tell them to work on all four problems and then give a thumbs up when you are done. I will come by when students are done and give them a star on their worksheet if they completed the assignment correctly. If a student is having trouble, I will grab my highlighter and circle the problem that they are having trouble with and help them. I can help count with the student and or point to each image slowly and have them count out loud. By having the students work independently on their worksheet and giving me a thumbs up allows me to check for self-assessment. This process will help student reflect on their learning and how they did regards to the learning goals. Lastly, I will do self-assessment by giving my students a paper that they will be circling how they feel at the end of the lesson. If they feel confident and understand shapes, they will circle the character “Joy”. If they feel like they were confused and need some more help they will circle the character who has questions on the top of his head. If the student was really having a hard time, they will circle the minion that looks really confused.





Essential Questions: Develop at least three questions you will ask throughout this lesson to informally assess student learning (i.e., to find out if your students are exceeding your expectations, meeting them, or not yet attaining them?)

1. What happens when we put the two groups together? How do we find the total?
2. If we counted again, what should we do to make sure we don't miss any items?
3. Can you think of a time when you might need to count items like this in real life?

Close –
Confirming the learning: How will you review the learning with your students at the end of the lesson and help them self-assess whether they achieved the learning goals you set for them?

After the second activity is done, I will call the class back and get the students' attention. I will call on two students who completed their worksheet that showed their work and worked really hard and stayed focused the whole time doing the assignment. I will have the students come up to the projector and show the class their work. I will ask the two students, "How many green apples were there?" "How many red apples were there? "How did you find how many apples there were altogether?" I will also ask the two students to use the addition language and have the students say, "____apples and __apples is ___apples." This will help the class see how to do the math problems and to see how it is correct and evaluate their learning. Students will also see how to use the addition language when solving their problems.

Next Steps: How will the next steps be communicated to the students about continuing to learn this topic after the lesson?

Based on the students' self-assessments, I will ask them after doing the activity to give me a thumbs up or a thumbs down to show me if they think they did well or didn't do so well. I will ask them what they could do better on. I will ask them if they remembered one way they had a growth mindset during this lesson. I will call on some of my students to share their responses to how they had growth mindset today in our math lesson. I will tell the class about how important it is to try and be positive because it can help us learn more and grow. I will then tell the students that today we learned about how to count two groups of images to find the total within 10. Tomorrow we will be learning more about counting. I will tell the students to then kiss their brains for doing a great job today with learning about how to count two groups of images.

Section 5: Reflection

TPE 3.4, 6.1, 6.5

After presenting the lesson in the classroom, evaluate the rubric for your formative and student self-assessments and use the data to reflect on whether the learning objectives were met for this lesson.

1. Student achievement of you CA State Standard learning goals for this lesson:

a. Using the rubric you developed for your formative assessment, explain any areas of ***successful achievement*** of your **CA State Standard learning goals** for the academic content of this lesson. Identify any patterns and/or trends in the results. Make sure to cite evidence (including specific number scores!) from your rubric.

b. Using the rubrics for your formative assessment, explain any areas where the class or individual students ***did not achieve*** your **CA State Standard learning goals** for the academic content of this lesson. Identify any

patterns and/or trends in the results. Make sure to cite evidence (including specific number scores) from your rubric to validate your answer:

2. Student achievement of your ELD Standard learning goals for this lesson:

a. How effective was your instructional approach for your multilingual/EL students? Did they demonstrate achievement of your ELD Standard learning goals for this lesson:

b. Explain any areas where your multilingual/EL students were not able to demonstrate achievement of your ELD Standard learning goals for this lesson:

c. How effective your instructional approach for your FS1?

3. How did getting to know your students' assets and learning needs…

a. Inform and/or shape your instructional app for the whole class?

b. Support student *access to* and *engagement with* the content?

c. Enable you to affirm and validate the cultural and linguistic backgrounds of you whole class in general and your focus students specifically?

4. In this lesson, did you need to incorporate specific in-the-moment instructional adaptations…

a. For the whole class to support them in achieving the learning goals?

b. For your three focus students to help them achieve the learning goals?

5. Next Steps

a. Based on your assessments:

1) What should you teach next after this lesson? (Do you need to reteach any aspect of it, move on to a new subject, or some combination of both?)

2) If applicable, was your grouping strategy effective?

b. If you were going to teach this lesson again, would you change anything about how you engaged your students in terms of (*CHOOSE WHOLE CLASS OR ONE STUDENT for each category*)…

1) Higher order thinking:

- Your whole class?
- FS1
- FS2
- FS3

2) Academic language:
- Your whole class?
- FS1
- FS2
- FS3

3) English language learning:
- Your whole class?
- FS1
- FS2
- FS3

Section 6: Student Samples

Collect the work samples of each of your three focus students (ELL, and special needs students, and special circumstance students). Use your rubric to score each student and provide feedback regarding their work on their work sample and/or rubric.

Upload these student sample documents (or pictures of them) to Canvas along with your Lesson Observation Protocol(s) (LOPs) and your reflection.

Graduate Education Lesson Plan Rubric

	Not Yet!	Beginning	Emerging	Proficient	Highly Proficient	Total
	11.9 and below	12-13.9	14-15.9	16-17.9	18-20	
Section 1: Goals and Standards	Does not yet align standards and objective and/or does not yet provide clear rationale and essential questions.	More work is needed to align standards and objective and/or does not yet provide clear rationale and essential questions.	Some alignment of standards and objective with limited rationale and essential questions.	Proficient alignment of standards and objective with basic rationale and essential questions.	Strong alignment of standards and objective with clear, robust rationale and essential questions.	
Formative Assessment Plan	Does not yet provide formative assessments and rubric that will enable meaningful assessment for most students. Does not yet provide for meaningful student self-assessment.	Minimal formative assessments and rubric that will enable meaningful assessment for most students. Does not yet provide for meaningful student self-assessment.	Provides some formative assessments and rubric, but unclear how they will enable meaningful assessment for most students. Provides some ideas for meaningful student self-assessment, but not yet fully developed	Provides proficient formative assessments and purposeful rubric that will enable some meaningful assessment for every student. Provides proficient plan for student self-assessment that will likely empower	Provides strong formative assessments and purposeful rubric that will clearly enable meaningful assessment for every student. Provides strong student self-assessment plan that will empower students to critically	

				students to reflect on their learning and gain some insights	reflect on their learning and gain meaningful insights	
Peer and Student Self-Assessment Plan	Does not yet provide a well thought out plan for self- or peer-assessment	Provides minimal self-assessment or peer-assessment for students that is not likely to support metacognitive reflection and learning.	Provides a self-assessment or peer-assessment for students that has a chance of supporting some metacognitive reflection and learning.	Provides a well-developed self-assessment or peer-assessment for students that is likely to support metacognitive reflection and learning.	Provides a strong, well-developed self-assessment or peer-assessment for students that is highly likely to support significant metacognitive reflection and learning.	
Section 2: Differentia-tion Case Studies	Does not yet provide demographic profile and adaptations that facilitate diversified learning or engage 21st Century Learning, the Arts, and/or technology.	Demographic profile and adaptations that facilitate diversified learning or engage 21st Century Learning, the Arts, and/or technology.	Provides somewhat helpful demographic profile and adaptations, but with unclear significance for diversified learning and only preliminarily integrates 21st Century Learning, the Arts, and/or technology.	Provides proficient demographic profile and adaptations, with clear significance for diversified learning and integrates 21st Century Learning, the Arts, and/or technology.	Provides strong demographic profile and adaptations, with insightful significance for diversified learning and integrates 21st Century Learning, the Arts, and/or technology.	
Section 3: Universal Access Lesson Development	Does not yet include multiple means of instruction that are likely to provide engaging Universal Access for most learners.	Minimal multiple means of instruction that are likely to provide engaging Universal Access for most learners.	Some integration of multiple means of instruction, but unclear about providing engaging Universal Access for most learners.	Proficient demonstration of multiple means of instruction that are likely to provide engaging Universal Access for most learners.	Strong demonstration of multiple means of instruction that are likely to provide engaging Universal Access for all learners.	
	59.9 and below	**60-69.9**	**70-79.9**	**80-89.9**	**90-100**	
Section 4: Instructional Procedure	Failed to create meaningful plans	Developed minimally thought-out plans without potential to create a well- structured classroom	Developed adequately realistic, and well thought out plans with potential to create a, well-structured classroom where students might understand the boundaries	Developed strong, realistic, and well thought out plans with potential to create a thriving, well-structured classroom where students understand the boundaries and can work well within them.	Developed extremely strong, realistic, and well thought out plans with potential to create a thriving, well-structured classroom where students understand the boundaries and can work well within them.	
Point Chart: 225-250 A 200-224.9 B 175-199.9 C 150-174.9 D 149.9 and below: Not yet!						Final Score:

All Components Lesson Plan Rubric

	Not Yet!	Beginning	Emerging	Proficient	Highly Proficient	Total

	14.4 and below	**15-17.4**	**17.5-19.9**	**20-22.4**	**22.5-25**	
Student Work Sample Submission	Failure to include student samples on a meaningful level	Submission of two to three samples little diversity in abilities and needs and/or lacking appropriate comments and grades	Submission of three to five samples some diversity in abilities and needs with appropriate comments and grades	Submission of five samples representing ample diversity in abilities and needs with strong, useful comments and grades	Submission of five samples representing a wide range of diverse abilities and needs with excellent, clarifying comments and grades	
Lesson Observation Protocol (LOP) Submission	The LOP from the Mentor Teacher and University Supervisor was submitted to Canvas in a timely manner and in readable form. (If an LOP is not turned in, this assignment will not be graded and will result in the loss of all points for this and may affect being allowed to go on to the next stage of the Grad Ed Program).					
	29.9 and below	**30-34.0**	**35-39.9**	**40-44.9**	**45-50**	
Teaching Candidate Reflection on Lesson	Failed to reflect on the lesson in a pedagogically meaningful way	Minimal reflection on lesson and specific assessments showing poor analysis into the strengths and weaknesses of the instructional method and process, adaptations, and levels of inclusion and engagement for both the whole class and individual needs with inadequate consideration of next steps	Adequate reflection on lesson and specific assessments showing some analysis into the strengths and weaknesses of the instructional method and process, adaptations, and levels of inclusion and engagement for both the whole class and individual needs with satisfactory consideration of next steps	Strong reflection on lesson and specific assessments showing good analysis into the strengths and weaknesses of the instructional method and process, adaptations, and levels of inclusion and engagement for both the whole class and individual needs with sound consideration of next steps	Superb reflection on lesson and specific assessments showing robust analysis into the strengths and weaknesses of the instructional method and process, adaptations, and levels of inclusion and engagement for both the whole class and individual needs with excellent consideration of next steps	
Point Chart: **90-100 A** **80-89.9 B** **70-79.9 C** **60-69.9 D** **59.9 and below: NOT YET**						Final Score: