

Lesson Plan Template

Grade: Kindergarten		Subject: Math
Materials: Connect Four game sheet, bingo counters, numbered dice, dot dice		Technology Needed:
Instructional Strategies: <input checked="" type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input 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: Students will work with a partner at the same level of understanding. They will use only dot dice. At Proficiency: Students will be paired with a partner at the same level of understanding and will use a combination of dot and numbered dice. Above Proficiency: Students will be paired with a partner at the same level of understanding. They will use only numbered dice. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Auditory- hearing the directions of the game. Listening to their partner say their addition problem. Visual- Seeing the numbers on the game sheet. Watching the demonstration of the game. Kinesthetic/ Tactile- Rolling the dice, placing the counters on their game sheet.
Objective(s) By the end of the lesson the students will have applied what they know about addition by playing connect four. Bloom's Taxonomy Cognitive Level: Apply		
Classroom Management- (grouping(s), movement/transitions, etc.) Students will meet at the carpet for the engage activity and explanation of the game. The different pairings of the students will be dismissed to get a copy of the game sheet and basket with the dice and bingo counters.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be able to use the materials respectfully, if the dice or bingo counters end up on the floor they will pick them up. Students will be encouraging to their partner.
Minutes	Procedures	
20	Set-up/Prep: Print off connect four game sheets, place 2 sets of bingo counters and 2 dice into different baskets, pair students up	
10	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I have a story problem for you and I want to see if you can solve it. Be ready to listen really closely. I had 4 Chocolate chip cookies on my plate, my friend put 5 more Chocolate chip cookies on my plate. How many cookies are on the plate? Take a thinking minute. I'll say it again, listen closely. I had 4 chocolate chip cookies on my plate, my friend put 5 more on my plate. How many cookies are on my plate? Very nice! Were the cookies being added or taken away from the plate? Very nice, they were being added to it, that means this was an addition problem. How were you able to solve it? What strategy did you use? Did you just know it? Did you count on? –Allow for share outs. Very good, we are going to practice our addition skill with a game today.	
10	Explain: (concepts, procedures, vocabulary, etc.) Today we are going to practice our addition skills with this fun game. Have any of you played connect four before? Perfect, this game is very similar. If not, bring out the real version of the game. This is how this game usually looks and you play with a partner to use the chips to get 4 in a row. You can place wherever you want in places that will help you to get 4 in a row first. The game we are going to play today is the same, but you are going to use dice to roll addition problems and place your bingo counters on the answer. Here is what the game sheet looks like. You are going to be playing with a partner and your goal is to get 4 in a row first. They can be up and down or sideways. Here is what you are going to do, first decide who is going to roll first, you guys are big enough to handle that, next the first partner is going to roll the 2 dice. They add the 2 numbers together and when they get the answer, they put a bingo dot counter on that number on the game sheet. When you are starting there may be more than one of that number, and you get to decide where you want to put the first one. Now after I have gone, it is my partners turn. They do the same thing. We keep going until someone is able to get 4 in a row. Demonstrate how to play by playing with a student sitting close by. Take a few turns to really show them how to play consistently. Do you see how I am placing my counters by my colored	

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	<p>counters close to my other ones? That is because I want to be able to get 4 in a row first. Now, I am going to challenge you a little bit because when you are playing you really have to be paying attention to where the numbers are. I want to get 4 in a row first, so I'm going to find the number I need that's the closest to the row or column I have. –Demonstrate, Does that make sense? When someone gets four in a row, they win that round and you can clear your sheet and play another round. Are we going to get really upset if we don't win right away, no, we want to tell our partner good round and play again. You will have multiple tries to get 4 in a row. Give me a thumbs up if you think you're ready. You and a partner will be playing connect four, and I will call out the partners and one can get the game sheet and the other can get the basket with the dice and bingo counters in it.</p>
<p style="text-align: center;">15</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) The pairings of students will get the materials they need. The students will play the connect four math game. What things are you noticing when you are playing? Is it hard to get 4 in a row? What kinds of strategies are you using if you don't know the answer to the problem you rolled on the dice? When they are finished, they will place the dice and bingo counters back into the basket.</p>
<p style="text-align: center;">2</p>	<p>Review (wrap up and transition to next activity): What strategies can you use if you don't know the answer right away? Expand on answers and demonstrate the new ideas for strategies if any are brought up. Draw out their thinking on the board for their classmates to see. How did you decide where to place your bingo counters?</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Walk around to observe how the students are playing the game. Write down any students name that are able to play the game really well and could be given a combination of dot and number dice or could be moved to just using numbered dice. Clarify any questions the groups have while playing. If needed to document progress, have the students write down their addition problems along with the answers.</p> <p>Consideration for Back-up Plan:</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Worksheet with addition problems on it for the students to solve and draw a picture of how they were able to get the answer.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): Overall, I think that the lesson went really well. The students were engaged with the task the entire time they were playing the game. I didn't observe any occurrences where they students got upset with each other over who won or lost a round. I began the lesson with a story problem and the students have really been working on being able to retell them based on what they hear, and they are very quick to be able to figure out the answer to an addition problem. Starting with a story problem was a nice way to ease into an addition game and get the students thinking about addition. Another possible engagement activity could be to do a read aloud with an addition book. One thing I was worried about while explaining the rules of the game, was the children losing interest and getting the wiggles. To help with this I tried to keep the explanation of the game as interactive as possible. When I was demonstrating the step of rolling the dice, I had them tell me what number was on it and then looked at the other one and thought out loud what number was on it. Then, I had them figure out what the answer was and explain the strategies they used to get to the answer. I was really impressed with the strategies they were using and were able to explain their thinking process to the rest of their peers. Another point I was really trying to focus on in this activity was my use of language. They were young learners and they need that positive feedback constantly so they are able to understand that they know that you see and acknowledge their behavior. After I discussed the game, I called out the partners, they got their materials, and got to work. Some of the students have played connect 4 before and knew how to play. Even so, I was really impressed how well they played the game. Some did end up taking the game in their own direction, but it never got out of hand where it caused any problems. While the students were playing, my practicum teacher got their attention and showcased a highlight from one of the groups. This helped to remind the students what the purpose of the game was and to help refocus them. As I was walking around, I started to notice that the groups used their creative skills and started playing the game in different ways. For example, instead of clearing their cards after 1 of them got 4 in a row, they kept going to see if they were able to fill up the whole card. Some also ran out of a number because they kept rolling the same number and the one they needed was already covered. Instead of clearing their cards and starting over, they stacked their bingo counters on top of each other on a number they needed. This wasn't exactly how I planned to have them play the game, but they were still doing the addition problems, so I decided to roll with it. After they had played for about 15 minutes, I asked them to clean up their materials and place them on the shelf in the back of the classroom. They came to the rug nicely and sat down right away and waited for further instructions. This is when I asked the reflective questions. The students talked about what strategies they used and there were even some new ideas on how to solve an addition problem. This is definitely an activity I would do again, however I would make some changes. I would spend more time on explaining the game and modeling it further with one of the students. Another change I would make is to expand more with my reflective questions. The students were able to give some great information, but I think I could have taken it a step farther and drawn what they were talking about on the board that way the students have a clearer image of what their friends were talking about.</p>	

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