Lesson Plan Template
Date: 3/6/2018

Grade: Special Education

Subject: Number Recognition

Materials: Foam numbers, touch points, white board, marker, Give a Dog a Bone folder

Technology Needed: none

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.CC.4
Understand the relationship between numbers and quantities up to 20; connect counting to cardinality.
a. Use one to one correspondence when counting objects.
b. Represent a number of objects up to 20 with a written numeral.

K.CC.5
Count to answer "how many?" questions.
a. Tell how many objects up to 20 are in an arranged pattern (e.g., a line or an array) or up to 10 objects in a scattered configuration.
b. Represent a number of objects up to 20 with a written numeral.
c. Given a number from 1-20, count out that many objects.

Objective(s)

By the end of the lesson, students will be able to name and recognize numbers 1-10 and their quantities by using hands-on manipulatives, repetition, activities, and games.

Bloom's Taxonomy Cognitive Level: I: Remembering

Differentiation

Below Proficiency:
Add in touch points for foam numbers

Bring in the foam numbers and touch points for Give a Dog a Bone if he gets confused

Above Proficiency:
Have him write out numbers and touch points himself without my assistance

Beginning teaching/incorporating number 7

Approaching/Emerging Proficiency:
Have him write the numbers with me on the table
Introduce number 7

Modalities/Learning Preferences:
Touch points
Hands on
Multiple Activities

If students are having sensory or behavioral issues – they will be allowed to take a short 2 minute break in the room. I will set a timer for them. This time will just be taken from the break time offered at the end of the lesson.

I can also address zones of regulation and talk students through how they are feeling.

I will remember that students cannot learn well if they are distracted – even by their own thoughts and emotions. With that being said, we will work through those first before we continue learning. Students will not get away from our lesson without doing anything, though. When they come to Mrs. Goetz's room, they are expected to learn.

Classroom Management- (grouping(s), movement/transitions, etc.)

Student will transition between 3 similar activities. Each activity is split up with a short transitional break while I get the next materials.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)

Student is expected to be respectful of the lesson at hand. He is familiar with the techniques, so he is expected to do his job appropriately. He needs to stay awake and pay

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Students will help me grab/clean up materials – making them feel involved. Transition with excitement; ex. "Now, we're going to play a game. Do you have a dog!? What do dogs like to eat when they are hungry!?" Bones!!	attention, answering questions and showing his knowledge. If he needs a short break, I will remind him that break time happens after we finish our work. He is in control of his decisions.

Minutes	Procedures
10 min	**Set-up/Prep:** Gather materials: Give a Dog a Bone, foam numbers 1-9, small white board and marker
5 min	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Hi guys! We're going to keep working on our numbers today. Why do we need to know about numbers? That's right! We need them to count, for math, for speaking, for dialing phone numbers, learning the speed limit, etc. We are going to use our foam numbers to put our numbers in order, play a fun game about a dog named Max, and then practice writing our numbers! Are you ready!? Can you put these numbers in order for me? (1-9) – Give him the foam numbers After he puts them in order, have him say them out loud in order. Then point to a number and have him say it. Mix up the numbers and repeat. I will say the numbers with them. If need be, add in touch points for extra help. When we get to 6-9 help him recognize and say the numbers (these are the unfamiliar numbers we are working on, 1-5 is almost mastered)
2 min	**Explain: (concepts, procedures, vocabulary, etc.)** We are going to do a new activity today called Give a Dog a Bone! This dog's name is Max. In his thought bubble I will put a number (1-9) – you will have to put that many bones in the dog's food dish. If you don't know the number we will use our resources to figure it out! Don't worry.
5 min	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** Play Give a Dog a Bone Do you have a dog? What do dogs eat when they are hungry? Where do you put dog food so they can eat it? We're going to be responsible pet owners today and make sure Max is feeling full and happy! Let's try one together. Go through it. Go through numbers 1-6 for sure, add in 7-9 if time allows, repeat any that he struggles with. Assist him through any mistakes as soon as they occur. Help students count and recognize numbers when needed. Work alongside them. When else might you need to know how much these numbers represent? When do you see these numbers in your class? What about at home? Give personal examples – reading the speed limit, knowing how far I have to drive, doing attendance, etc.

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3 min	**Review (wrap up and transition to next activity):** We're almost done and you're doing so well! Let's review our numbers one more time! Write a number (1-6) on the white board – have him tell me what number it is and then have him write the same number on the table with an Expo Marker. (1-6) Awesome job today! You recognized numbers, explained their quantity, and wrote numbers today! You make take a break and make a choice. I'll set the timer for 5 minutes, then you can head back to class.

Formative Assessment: (linked to objectives, during learning)	**Summative Assessment (linked back to objectives, END of learning)**
• **Progress monitoring throughout lesson (how can you document your student's learning?)** I will be able to document his learning by observing how he puts the foam numbers in order and how he names them. I will be able to see how well he understands quantity by having him play the Give a Dog a Bone Game. I will see if he can recognize numbers out of order by using the white board activity. His responses and answers to these will allow me to see how he is understanding and applying his knowledge. It will also tell me what numbers and skills we still need to work on.	After he seems to have mastered numbers 1-10, we can give him a short assessment where he would need to recognize numbers, show their quantity, and write them correctly.

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

This lesson was originally intended for one student. I ended up teaching it to three students, two in one group and one individually in the other group. The student I was supposed to teach was absent that day. Thankfully, there are a handful of students working on number recognition, so I was able to teach this lesson anyways. Overall, the lesson went really well. The students were engaged, excited to learn, and in good moods. They reviewed numbers 1-5, practiced numbers 7-9, learned about number quantity, and worked on writing these numbers. This has been an ongoing lesson, but students are seeming to understand more and more each day. I knew they were learning by how they placed the numbers in order and fixed their mistakes by self-checking. They were confident in their answers and if they weren't sure they asked for help.

The first two students I worked with are very active and hyper students. Constant stimulation is helpful for them, so using multiple different activities worked really well. They were excited to show me what they already knew during our sorting activity. Give a Dog a Bone also went well. If possible, I would have had two activity folders instead of one so each student could work on the entire activity independently. Because there was only one folder, I let the students take turns to complete the activity. One of these students is much more calm and on task than the other. This presented a slight challenge because one was willing and able to work and the other was more focused on the colors of the bones we were using. I am unsure of this student's record, but the child is very obsessive and particular in his choices and actions. Colors of the bones and the orders of the numbers were very important to him. When I wouldn't use a certain color or number he would get frustrated. I would have been able to differentiate differently for him if I would have had access to two activity folders.

The third student I worked with really enjoyed this activity. He was engaged the entire time, which was encouraging for me. This student was proficient in 1-5 but struggled with 6-10. We focused the lesson more on 1-5, and introducing 6 and 7. When counting along with and without his foam numbers, he was able to reach number 10. He could count out different amounts up to 10, but he was not able to recognize them. This is what we will really focus on for the rest of the week. I would change the lesson just a bit by putting the bones in a dish for him and him having to choose the number that corresponds with the bones.

For my first lesson, I felt like it went really well. I'm excited to keep growing in my knowledge and experience.

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