

<p>Grade: Kindergarten</p>	<p>Subject: Math</p>
<p>Materials: Red and yellow chips, handout, pencils</p>	<p>Technology Needed: Projector, Toss the Chips Game</p>
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	<p>Guided Practices and Concrete Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic <p>Explain: Large group activity when all are sitting on carpet and watching and listening to me explain how to play the new math game. Independent activity when they go back to their table spots and do the activity on their own after I do a few more with them. Hands on because they get to have physical red and yellow chips to “toss”.</p>
<p>Standard(s)</p> <p>K.MD.3(ND)/MAT-00.MD.03(BPS): classify objects into given categories limiting the number in each category to 10 or less.</p> <ul style="list-style-type: none"> • Count the numbers of objects in each category and sort the categories by count <p>K.CC.5(ND)/MAT-00.CC.05(BPS): Count to answer “how many” questions.</p> <ul style="list-style-type: none"> • Tell how many objects up to 20 are in an arranged pattern or up to 10 objects in a scattered configuration • Represent a number of objects up to 20 with a written numeral • Given a number from 1-20, count out that many objects <p>ND Standards: https://www.nd.gov/dpi/uploads/87/2017MathematicsStandards.pdf BPS Standards: https://learnbps.bismarckschools.org/mod/book/view.php?id=83229&chapterid=27513</p>	<p>Differentiation</p> <p>Below Proficiency:</p> <ul style="list-style-type: none"> • These students will work with a lower total number of chips for the second round than the above proficiency students. <p>Above Proficiency:</p> <ul style="list-style-type: none"> • These students will work with more or a higher total number of chips. <p>Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)</p> <ul style="list-style-type: none"> • Auditory: Will be able to listen to me explain the activity and the directions/expectations. • Visual: Get to see me explain and do the activity on the board multiple times. Will also get to see me demonstrate while explaining the directions/expectations. • Tactile: Getting to use physical red and yellow chips in a cup and count them on the table right in front of them when able to go off and do the activity individually. • Kinesthetic: They get to move when shaking the cup and touching to count the red and yellow chips.
<p>Objective(s)</p> <p>The learner will practice counting from 1-31. The learner will connect number names, numerals, and quantities. The learner will identify different colors (red and yellow). The learner will identify how many of each color they have after “tossing” the chips. The learner will use numbers, and/or addition notation, to record how many.</p> <p>Bloom’s Taxonomy Cognitive Level: Knowledge</p>	
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <ul style="list-style-type: none"> • They will transition from the previous day’s activity to their carpet spots quickly and calmly. • When transitioning to their table spot, they will calmly but quickly sit in their chairs and start working on the task they are given. • When they transition to the next activity, they are expected to do so without distracting other classmates and remaining at a voice level 0. 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <ul style="list-style-type: none"> • During the math song they are to be counting out loud with the song. • Eyes watching, ears listening, voices off, and body’s still <ul style="list-style-type: none"> ○ (from posters she has up on her wall beside the promethean board that she implements when they are sitting on the carpet) ○ If a student has a hard time doing this, I can try to make eye contact with them

	<p>and point to the poster at which one(s) they are not doing but should be doing.</p> <ul style="list-style-type: none"> ○ If unable to make eye contact with the student who is having a hard time doing their job, instead I can say their name to get their attention and then point to the poster(s) of the one(s) they are not doing but should be doing. • Sitting crisscross apple sauce in their carpet spots on the ABC carpet ready to learn • Raise their hands to answer a question and wait to be called on by the teacher <ul style="list-style-type: none"> ○ If they do not do this, they will be asked to try again • When doing the activity individually at their table spots they are to do so individually, voice level 0, working hard, and to not be messing around.
Minutes	Procedures
5	<p>Set-up/Prep: I will prepare the cups with 6 counters each during my practicum visit on Wednesday Morning, so they are ready for Friday. On Friday, ensure the projector is in working condition this time, and have game pulled up and ready to demonstrate to the students.</p>
3-5	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Play a Math song such as the counting to 100 song.</p>
10	<p>Explain: (concepts, procedures, vocabulary, etc.) “Today I will be introducing a new math game to you guys called Toss the Chips. We are going to use 6 red and yellow chips. These chips can also be called counters. On one side they are red and on the other side they are yellow. Let’s count how many chips I have on the board.”</p> <ul style="list-style-type: none"> • Point to the chips as counting is being done and enter that number in the total number spot. • “That’s right. I have 6 total chips. I will record or write this on the line next to Total number: _.” <p>“Now I will click to the toss button. (pause and wait for the chips to complete getting tossed) How many chips landed with the red side up? Let’s count to see how many red chips I have.”</p> <ul style="list-style-type: none"> • Point to the red chips as counting is being done and enter that number in the box. <ul style="list-style-type: none"> ○ “I have _ red chips. I will record this number under the red column in the first row or available spot. Columns go up and down (pointing on the board) and rows go across (pointing on the board).” <p>“How many chips landed with the yellow side facing up? Let’s count how many yellow chips I have.”</p> <ul style="list-style-type: none"> • Point to the yellow chips as counting is being done and enter that number in the box. <ul style="list-style-type: none"> ○ “I have _ yellow chips. I will record this number under the yellow column in the first row.” • Make a math problem with the recorded red and yellow numbers. <ul style="list-style-type: none"> ○ “We can make a math problem with the two numbers we got. $_ + _ = 6$.” ○ “You can create a math problem out of the number you got for red and the number you got for yellow to make sure you counted correctly. When you add the two numbers up that you got for the red and yellow you answer should match the total number of chips.” <p>Repeat tossing the chips again at least 2 more times, counting, and recording the numbers, before moving on. “Now it is going to be your turn to try Toss the Chips. You each will get a cup with 6 chips in them that I have already gotten ready for you to use for this activity today. Before I let you, all stand up and go to your table spots, let’s talk about how we should use these chips that are in our cup. When we get to our table spot do, we throw the chips up in the air? (demonstrating this at same time, but remember to take chips out of cup so I do not end up with them all over)”</p> <ul style="list-style-type: none"> • Answer should be “no.” • “No, we should not throw our cup with our chips in the air. Can a friend raise their hand and tell me why we should not throw our cups with our chips in the air?” <ul style="list-style-type: none"> ○ Call on a student or two to give answers • “That is right, we should not throw our cups with chips in the air because our chips would fly in the air, go all over, some would land on the floor, on the table, or some might come down and hit some of our friends that are sitting around us. That would not be very good.” <p>“Should we dump our chips all over the table, so they are spread out over into our neighbors spot at our table? (demonstrating this at same time if possible)”</p> <ul style="list-style-type: none"> • Answer should be no. • “No, we should not spread our chips all over our table, because we want to make sure we have all 6 of our chips the whole time so we can finish our activity. If we spread them out over our whole table, we may lose some of our chips.”

“When you dump out your chips you should dump them out of your cup nicely onto your paper that should be right in front of you and flat on your table. (demonstrate how this should look)”

“When you are given a paper where you will record your answers that looks similar to what I recorded my answers in on the board, you can calmly and quietly stand up, get a cup with chips in it, and walk to your table spot. Once you get to your table spot, I want you to set your cup of chips down, but do not dump any out yet, because we are going to do some more together before you complete the rest on your own. I want you to use a pencil for this activity. You may also write your name at the top of your paper. After you write your name on your paper, I should have your attention back to the board, so we can do a few more together.”

- Wait for all students to get to their table spots and have a few seconds to write their names on the top of their papers.
- Clear the numbers from the board.

“If you have your name on your paper give me a thumbs up, voices off, and eyes on me.”

- Wait for majority of students to give me thumbs up

“Let’s count how many chips we have altogether. (point to the chips as counting is being done).”

- Answer should be 6.

“We have 6 total chips. I will write a 6 in the blank next to where it says Total Number: ___ on the board, but while I am doing this all of you should be writing a number 6 on your paper under game #1 in the blank next to Total Number:___.”

“If you have 6 written on your paper next to the Total Number spot give me a thumbs up.”

- Wait for students to give me a thumbs up.

“Now I will click the toss button. (wait for chips to complete being tossed) How many chips landed with the red side up? Let’s count how many red chips we have.”

- Point and count red chips
- “We have _ red chips. I will write that number under the Red column on the board. You should also be writing _ in the first row under the Red column on your paper you have in front of you with your pencils.”

“How many chips landed with the yellow side up? Let’s count how many yellow chips we have.”

- Point and count yellow chips
- “We have _ yellow chips. I will write that number under the Yellow column on the board. You should also be writing _ in the first row under the Yellow column on your paper you have in front of you with your pencils.”

Repeat tossing the chips and having them count and record on their papers while I count and record on the board at least 2 more times as a class.

Make a math equation for the few we did to see that they add up to the total number of chips (6).

20 **Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)**

“Now it is your turn to use your chips in your cup. Remember, when you dump the chips out of your cup where should you dump them?”

- Answer should be: “On my paper in front of me”
- “Yes, you should be dumping them nicely out of your cup onto your paper in front of you. No chips should be landing on the floor or getting thrown across the classroom at our friend that may be sitting on the other side of the room.”

“When you dump out your chips in front of you, you will count how many red chips you have facing up and record that on your paper under the Red column. Then you will count how many yellow chips you have facing up and record that on your paper under the yellow column. Just like we did with the chips on the board. You may not get the same number as the person sitting next to you and that is okay, because this is not a partner activity. This activity you will do by yourselves with a voice level 0.”

“After you recorded how many red and yellow chips you had, you can pick up the chips and put them back in your cup, hold on to your cup with one hand and place the other hand on top and shake your cup a little like this. (demonstrating this) Once you do this you can dump them nicely back onto your paper in front of you and count how many red and yellow chips you have and then record the number you get in the correct column. You will keep doing this until you have filled up all of the rows under game #1.”

“Once you have filled up all of the rows under game #1 you will show your paper to me by raising your hand and waiting patiently for me to come to your table. I will then give you a new total number of chips for you to use for game #2. For game #2 you will do the same thing you did for game #1, except you will have a larger or bigger number of total chips.”

3-5 **Review (wrap up and transition to next activity):**

When they are done, they can hand in their papers to Mrs. Garaas’s teacher table in a nice neat pile. They can then move onto the next activity for the day quietly while not distracting other classmates.

Formative Assessment: (linked to objectives)
Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.

- How do students figure out the number of red chips and the number of yellow chips?
 - Do they count them?
 - Can they just see how many of each color there are?

Summative Assessment (linked back to objectives)
End of lesson:

- Are they able to count the objects/chips?
- Are they able to record them in the right column?
- Are they able to distinguish between red and yellow?

- Do students recognize combinations that repeat?
- Do students understand that in the number of red chips and the number of yellow chips is equivalent to the total number of counters?
- Can students use numbers to record?
 - Can they write the numbers accurately?
 - Do they use zero appropriately?

(The main idea for these questions came from Mrs. Garaas's Math Teacher Book, Unit 4: Collect, Count and Measure, Session 3.4: Toss the Chip, page 156)

Consideration for Back-up Plan:

- Those that struggle or are having a hard time grasping the concept could receive more one on one practice or use it on the computer.

- Are they able to use numbers, and/or addition notation, to record how many?

If applicable- overall unit, chapter, concept, etc.:

- Unit 4: Collect, Count, and Measure

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

Towards the beginning of the lesson I asked if we should make another math equation out of the two numbers, because I got a large class response of "No". I should have avoided asking this question for that reason and instead should have said, "Let's make another math equation out of the two numbers this way we can double check our work." This is one change I would make for the lesson next time.

I should have also maybe waited to give them the chips until after we did a few on the board where they wrote it down on their papers. However, at the same time I think it still worked out really well to give them the chips when I did, because it allowed the students a little time to play with and discover there is red on one side and yellow on the other side of a single chip. After allowing them a few seconds to discover the chips I successfully got their attention back to the board for the activity to continue moving forward.

While walking around and checking on the students to see how they were doing after we did a few on the board, a few that had a little more difficulty staying on task I should have talked to and addressed earlier than what I did while walking around. This is something I will have to continue working on and getting better as I continue through the program and with each of my lessons.

Differentiating the lesson for game #2 went really well. I would tell each student what their new number was and would have them count until they got to that many chips out of the case of red and yellow chips. Their new total was either 8 or 14 based on what my cooperating teacher had determined what she wanted each student to work on. I would then ask them where they were to put that new number on their paper. They were able to correctly identify where to put their new number. (next to the Total Number: _ spot)
For the first few that were done, I could have asked some questions such as, "How did you come up with these numbers?", etc. This would have gotten their little minds going and would allow for me to see how they see it or would explain it.

I book ended the activity really well by bringing them back to the carpet and telling them what this fun math game was helping them learn.