

## Preschool Placement Lesson Plan #2

<b>Grade:</b> Preschool		<b>Subject:</b> Literacy/Language and Math small group	
<b>Materials:</b> Printed out dinosaurs with numbers 1-10, foam dice, Bingo dotters		<b>Technology Needed:</b> none	
<b>Instructional Strategies:</b> <input 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 type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <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: Hands-on when allowing students to roll the dice. Also, hands-on when the students dot the correct number on their dinosaur paper.	
<b>Standard(s)</b> <b>Goal P-Math 1.</b> Child knows number names and the count sequence <b>Goal P-Math.</b> Child understands the relationship between numbers and quantities <b>Goal P-Math 5.</b> Child associates a quantity with written numerals up to 5 and begins to write numbers. <b>Goal P-Lit 6.</b> Child writes for a variety of purposes using increasingly sophisticated marks		<b>Differentiation</b> <b>Below Proficiency:</b> <ul style="list-style-type: none"> <li>• These students will be able to identify numbers 1-10 sporadically.</li> </ul> <b>Above Proficiency:</b> <ul style="list-style-type: none"> <li>• These students will be able to identify numbers 1-12.</li> </ul> <b>Approaching/Emerging Proficiency:</b> <ul style="list-style-type: none"> <li>• These students will be able to identify numbers 1-10.</li> </ul>	
<b>Objective(s)</b> The student will identify numbers 1-10 (or 12) The student will recognize numbers 1-10 (or 12)  <b>Bloom's Taxonomy Cognitive Level:</b> Knowledge, Knowledge		<b>Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)</b> <ul style="list-style-type: none"> <li>• <b>Auditory:</b> hearing me describe the activity to them, telling them how we will roll the dice, counting the dots on the dice out loud</li> <li>• <b>Visual:</b> demonstrating how to roll the dice, pointing to the dots on the dice while counting them with the students</li> <li>• <b>Tactile:</b> when getting to hold and roll the dice</li> <li>• <b>Kinesthetic:</b> when getting to hold and roll the dice</li> </ul>	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The students will move throughout the different small groups. Mrs. Voller, Mrs. Wilson, and I each will have a different small group activity that we are doing with the students. They are expected to come to each small group activity at some point during small group time before the time is over. During my small group, I will use a hula hoop in which the students will sit around the outside of. When they roll the dice, they are to keep it in our area of the classroom, so I will use the hula hoop as the guide. The dice should stay inside the hula hoop and not go outside of it or we might lose it. Students who are listening and paying attention the best they can will get a chance to roll the dice for my activity.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> They will sit around the hula hoop ready to learn. They will have their voices off when I am giving them directions. They will have voices off when it is another student turn. We will take turns to hopefully give each student the opportunity to roll the dice, as long as they are being respectful and doing their job.	
<b>Minutes</b>	<b>Procedures</b>		
3	<b>Set-up/Prep:</b> make sure I have foam dice, hula hoop, papers, and bingo dotters		
2-5	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• “Does this game look familiar to any of you?”             <ul style="list-style-type: none"> <li>○ It should look somewhat familiar because Mrs. Voller did an activity like this with them not that long ago. Only difference would be different numbers in different shapes. I have numbers inside dinosaurs.</li> </ul> </li> <li>• “Yes. That’s right Mrs. Voller did an activity a couple weeks ago with you guys that was sort of similar. Do you remember how you played it with Mrs. Voller?”             <ul style="list-style-type: none"> <li>○ Some might remember and some might not, depending on if they were present that day or not as well</li> </ul> </li> </ul>		
5	<b>Explain: (concepts, procedures, vocabulary, etc.)</b>		

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	<ul style="list-style-type: none"> <li>• “We are going to play a dinosaur stamping game. We are going to roll the dice and count the dots on them to see what number we rolled. When we roll the dice, we want to make sure it stays inside the hula hoop, so we do not loose it. Friends that are listening and following directions will get chosen to roll the dice.”</li> <li>• “After we count the number of dots on the dice, we are going to find that number on one of our dinosaurs on our paper and stamp it with the bingo stamper. The numbers on our dinosaurs are numbers 1-12.”</li> </ul>
<p>5-10</p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• “Do you know what the number <u> (1-12) </u> looks like?”</li> <li>• “Can you write the number <u> (1-12) </u> in the air?”</li> <li>• “Where is the number <u> (1-12) </u> on your paper?”</li> </ul>
<p>2</p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• “The dinosaur stamping game is to help you identify and find numbers. It also helped you guys count.”</li> <li>• When the students have stamped all of the dinosaurs with their bingo stampers, they can put their papers in their cubby spots. They can then transition to the next small group activity.</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>• “What number is this (point to a number)?”</li> <li>• “What does the number (pick a number that is on their paper) look like?”</li> </ul> <p><b>Consideration for Back-up Plan:</b></p> <ul style="list-style-type: none"> <li>• If this activity does not work I could use a different strategy for simple numbers such as maybe having a card with the number that I show them and ask them to find it on their paper and then stamp it.</li> </ul>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>• The student is able to identify numbers.</li> <li>• The student is able to recognize numbers.</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p> <ul style="list-style-type: none"> <li>• <b>Theme:</b> Dinosaurs</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p>At the beginning of the lesson I was feeling anxious and nervous because I was not quite sure what to expect during this lesson. I fairly anxious and nervous also due to this lesson being my first lesson observed while in pre-school. Despite all of the anxious and nervous feelings I felt that for the most part this lesson went very well. A few things in particular that I felt went well was the students were able to roll the dice without them going out of the hula hoop most of the time, a few times one would roll out of the hula hoop if they rolled them too close to the edge of the hoop, taking turns with rolling the dice and counting the dots, and students being able to identify the number on a dinosaur on their page and stamping it.</p> <p>However, there were definitely things I should have added to it. For one, I should have quickly reviewed expectations at the beginning, which I totally forgot to do at the beginning during each rotation. It was okay that I did not do this, because there are no significant behaviors with this group of students. However, for future lessons this is something I need to work on and keep in mind, because this may not always be the case.</p> <p>Next, after Mrs. B gave me feedback right away after the first group of students did my activity with me to ask them a few more questions at the beginning after asking if it looked familiar to them. Some of these things were, “What do you think we are going to do?”, “What should we do with the dice?”, “How are we going to figure out what number to dot?”, etc. I took these questions and feedback and implemented it with the next small group of students. Another instance of things in which I could have or should have included in my lesson with the students were reflective questions like Mrs. Voller had asked the second group of students when she came over to see how I was doing and how the lesson was going. Some of these reflective questions she had asked the students were things such as, “How many dinosaurs do we have left?”, “What numbers do we have left?”, “What numbers make 10?”, “How do you know that’s a big roll?”, etc.</p> <p>One thing I would change is calling it Dino Bingo to Dino Stamping Game or something similar instead since we did not play “bingo” necessarily with it. This activity was more or less a number recognition game where we tried to hopefully stamp all of the numbers, if we were able to get all of them before time was up to move to the next small group. Another thing I would have changed would have been starting with just one dice until we got most of the numbers 1-6 stamped, and then I should have brought in the second dice for the larger numbers. This would have been a better way to help ‘scaffold’ the activity and move through it easier and a little quicker this way rotations would have been smoother. I also would have added all of the different reflective questions that I was provided during the lesson throughout the lesson.</p>	