

Source of Evidence: Lesson Plan

Teacher Candidate Name:	Date of Observation:
Ages/Grades of Students: preschool	Number of Students in Class: 15
Number of Students having IEP/504:	Number of Gifted Students: 0
Number of Students who are ELL: 0	
Lesson Title: Menorah Puzzle	
Context: Describe the students for which this lesson is designed. Identify your students' background, special needs, cultural differences, interested, and language proficiencies.	
<p>This class consists of 15 students: 2 currently visiting in RTI, one with autism, one who is deaf and autistic, and the majority with goals in speech/language and/or social/adaptive. Two students began full time in November and two started the RTI process after screening in November as well. All students in the class have English as their primary language and come from low-middle and middle class, working families. All students celebrate Christmas as their December holiday but all parents stated they were open to have their child learn about other cultures and holidays. The two students with autism require constant attention as well as typically two or three other students for social issues. All of the students in this classroom with the exception of August spend much of their days at preschool creating through puzzles, blocks, tiles, ramps, play-doh, etc.</p>	
Lesson Learning Target(s)/Objectives	
a. Previous lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards. I can identify letter J. English/Language Arts Standard 3: Demonstrates general skills and strategies of the reading process. Benchmark 3.3: Demonstrates knowledge of the alphabet.	
b. Current lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards. I can match numbers Math Standard 1: Demonstrates general skills and uses concepts of mathematics. Benchmark 1.3: Uses the attributes of objects for comparison and patterning.	
c. Next lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards. I can predict. Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity). Benchmark 1.1: Explores features of environment through manipulation.	
Students' Baseline Knowledge and Skills	
Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson. For the pre-assessment we used an activity last week using one to one correspondence in counting in small groups. For this, students rolled a die and then counted out that many black beans to add onto a dog. This was used to see their abilities of working in small groups as well as rote counting. All students came to the table to attempt the activity. While most students completed it, there was a small percentage who were unable to. Some students struggle with counting too quickly and skipping over the items they were counting. There were also a small group of students who could not rote count high enough, so a teacher counted along with them.	
Formative Assessment	
Describe and include the formative assessment(s) to be used to measure student progress during this lesson. The formative assessment for this lesson will be a checklist including the child's name and whether or not they were able to 1. Participate and 2. Match numbers correctly. If students are unable to match/recognize number(s), they will be recorded.	
Resources	
Identify the resources and assistance available to support your instruction and facilitate students' learning.	
Menorah puzzle and mat;	

Lesson Procedures – Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students’ needs, interests, and abilities.

- a. provide a detailed outline of your lesson

During work time, I will begin by calling one or two students up to the teacher table. I will explain what our activity for the day is- we will be looking at the dots on the puzzle mat and finding the piece with the corresponding written number and match them to create the puzzle. I will ask what they think the picture is of, then will explain that it’s a menorah and that it is a candle to represent the 7 days of Hanukkah. I will then ask the child to choose a place to start on the puzzle. I will then demonstrate what we are doing: we are counting the dots, determining the number, and matching it with its pair. I will match. I will count the dots on the selected piece, tell the child what number I counted, and look through the pieces to find the corresponding number. Afterwards, I will remove the piece that I just did. I will then ask them to choose another place on the puzzle to count dots, but this time I will point to the dots and ask the child to count along with me. After determining the number, we will look through the pieces and find the corresponding one. If the child does not know their written numbers, I will give them an option of two pieces. I will also be using rhymes and clues with the students to help them figure out what the number they’re looking for looks like (across the sky and down from heaven, that’s the way you make a 7. 5 has a big belly in front of him. A circle and a line, that’s the way you make a 9). Now I will ask the student to choose a piece and count the dots by themselves. After counting, I will ask what number they counted out and ask them to find it and match the pieces up. I will be recording whether or not the child is participating willingly and their number recognition skills.

When the child is done, they may go back to work time and I will call the next student to the table. The steps will be repeated with the remainder of the class.

- b. describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of the students present in your classroom (e.g., ELL, students with disabilities, gifted/talented, different cultural/ethnic backgrounds, various socioeconomic backgrounds)

For students who are not able to identify the numbers, I will identify it for them and ask the find the corresponding number of dots. If the child is unable to count using one to one correspondence, I will count along with them. For our two students with autism, I will show them a picture of the table to show them it is time for small group. For August, I will use hand over hand to help him to complete the puzzle. As for Kate, I will try hand over hand. Since she is more physical, if she fights my help then I will allow her to explore the materials freely at the table.

- c. identify the questions you will use to promote higher order thinking and understanding and encourage discussion of all students

What could this be a picture of?

Do you notice any pattern in the way the numbers fit on the puzzle?

Do you see any patterns in the picture it makes?

Co-Teaching

Will this lesson be co-taught (yes or no)? (A “yes” answer is mandatory during clinical experiences).

If yes, which co-teaching approach will be used?

(One teach/one observe; one teach/one assist; station teaching; parallel teaching; alternative; team teaching)

Yes, one teach one observe

How did you co-plan your lesson with your P-12 clinical educator?

I co-planned this lesson with Cindy by discussing what theme was being used for December as well as how the students did on the Dot Dog activity last week. The students enjoy creating, so we decided that an activity that works on counting skills as well as creating an end piece would be appropriate for this group.

Explain why this co-teaching approach is an appropriate instructional choice for this class and content.

While ___ will still be taking on the teacher role in the classroom, she will also be observing me for my last lesson evaluation. We have set it up so that her assistant, ___, is able to keep an eye on the majority of the room at this time.

