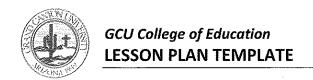


Section 1: Lesson Preparation

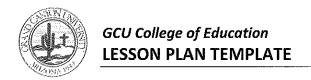
Teacher Candidate Name:	Rosetta Billingslea
Grade Level:	Kindergarten
Date:	July 3, 2019
Unit/Subject:	Mathematics
Instructional Plan Title:	Adding and subtracting using manipulatives
Lesson Summary and Focus:	Students will be able to add and subtract using connecting cubes and a ten frames.
Classroom and Student Factors/Grouping:	The class has two students and their first language is Spanish, there are two students that wear glasses. The Spanish students will have a Translator in the class that speaks English fluently. The two students that wear glasses only wear them to read so there is no drawback to this.
National/State Learning Standards:	NC.CCSS MATH.CONTENT.10A.A1 Learning how to add and subtract using 10's by taking away from, adding together, and comparing. NC. CCSS.MATH.CONTENT.1.OA.A2 Adding numbers by 10 together, by using ten frames, objects and drawing.



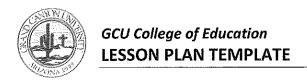
Specific Learning	Monday: Students will Learn how to work through double facts to 20 using
Target(s)/Objectives:	connecting cubes.
	Tuesday: Students will Learn how to add two 1-digit numbers using the 'doubles plus 1 method.
	Wednesday: Students will learn Ways to subtract a 1 digit number from a 2-
	digit number without regrouping.
	Thursday: Scholars will review what they learned from Wednesday. To insure
	understanding before we move on.
Academic Language	·
	Skip counting by 10's, for example:
	0 + 10=10
	10+ 10=20
	20+10=30, and so on until they can count fluency by adding and subtracting by 10's
D. M. C. S.	
Resources, Materials,	Connecting cubes
Equipment, and Technology:	Math books
	Work books
	Math games
	Computer, using the flash math program

Section 2: Instructional Planning

The groups will rotate to each center for a total of 20 minutes each, the groups that did not get a chance to rotate through the centers on day one will go rotate through the centers on day two.	60 minutes
The centers are:	
Technology center	
worksheet center	
skip counting center	
puzzle center	
The final stop for both groups will be with the teacher for reinforcement of what was learned.	



Multiple Means of Representation		30
Explain how you will differentiate materials for each of the following g	roups:	minutes
English language learners (ELL): For ELLs I will make the le understandable by using translation program and a translator well as be able to read the numbers. Illustrations will be used	r so that they can see as	
Students with special needs: Reinforcement will be used by ι game sheets.	using common core math	7
Students with gifted abilities: These students will be grouped learn and work independently. These students will also be all collaborate together to learn new concept along with critical together.	ble to communicate and	
 Early finishers (those students who finish early and may need resources/support): I will have special assignments ready for through their work at the earliest opportunity. 		
 The students will be divided in four groups and given worksh 10's 	neets to add and subtract by	20 minutes
The groups will be assigned a Teacher Assistant (TA) assign saying the number aloud in class	students with the role of	
Red: low (students working below grade level and need additional additio	itional help)	
Yellow: transiting		
Green: grade level: (These students are working at grade level)	el, but need support)	•
Blue: high-flyers (they are gifted and get to work independent)	ntly)	
Explain how you will differentiate activities for each of the following gr	roups:	
I will differentiate activities using the groups above.		



Multiple Means of Expression	30
Explain how you will differentiate assessments for each of the following groups:	minutes
Students will be assessed using hands on activities in the varies groups	
Monday: Exit ticket	
Tuesday: Problems to work through	
Wednesday: Individual problems to solve	·
Thursday: Turn and talk	
Extension Activity and/or Homework	1 day
For homework I will give each child a math worksheet adding and subtracting by 10's	

EEI Lesson Plan Template

Client Organization: Cabarrus Charter Academy

Telephone: 414-232-0000

Main Contact: Rosetta Billingslea

Fax:

Email Address: mbillingslea2002@yahoo.com

Date: 07/08/19

VITAL INFORMATION	
Author	Rosetta Billingslea
*Subject(s)	Reading, Listening, Writing & Speaking
Topic or Unit of Study	Language
*Grade/Level	Preschool/Kindergarten
*Summary	 Help Preschool and Kindergarten students master the skills of reading understand and apply strategies learning writing skills learn the skills of listening and speaking fluently learning different techniques and skills
STANDARDS A	ND DIFFERENTIATED INSTRUCTION:
*Standards	RL.K.3 With prompting and support, identify characters, settings, and major events in a story. RF.K.2 Print upper- and lowercase letters. SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
Differentiated Instruction	Lessons will be based on the different learning styles. For example, for visual learners I will use picture books and videos, for hands on learners I will set up learning stations based on a child's literacy skills using hands on interactive activities and for ELL students I will use cultural activities to enhance learning.
EEI (ESSENTIAL	ELEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED:
Objective	This lesson will develop the student's ability to read, write, listen and speak using varies interactive activities of instruction.
Anticipatory Set	I will use word games, picture books, videos, writing alphabet, and fill in the blank worksheets, along with interactive sing along games.
Teach Lesson / Model	Read: Students will sing the ABC Song, participate in the word game. Listening: to the teacher read, "Little Red and the very hungry lion" by Alex Smith. Writing: The names of the characters and animals in the story that was read. Speaking: round circle discussion about the book read and the field trip experience.

Guided Practice	I will put the students in pairs based on their abilities and go over the worksheets together with them while walking around observing as well as modeling the assignment given.	
Independent Practice	Students will be given one fill-in the blank alphabet worksheet to work on in class and number word worksheet to take home for homework. **Note: A different worksheet will be taken home every day for a week as homework to reinforce the concepts taught in class.	
Closure	The class will seat in a circle on the carpet and I will ask the students questions on what was seen and heard (oral tests) to determine what was learned. Also, there will be a class discussion about the different concepts taught.	
Evaluation *Assessment/Rubrics	 The bulk of the evaluation and assessments will take place through observation. I will use a developmental checklist for myself as well as a checklist for the student to assess themselves. 	
MATERIALS AND RESOURCES		
Instructional Materials (handouts, etc.)	Alphabet fill-in the blank worksheets, word game worksheets, writing numbers and names of animals worksheets.	
Resources	Books, visual aids, video's, activity worksheets, etc	

Reference Standards:

Quick Reference Guide Grade K(2019) FOR THE NORTH CAROLINA STANDARD COURSE OF STUDY Retrieved from website: www.ncpublicschools.org/docs/curriculum/languagearts/parents/standards-k.pdf

EEI Lesson Plan Template

Client Organization: Cabarrus Charter Academy	Telephone: 414-232-0000
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Main Contact: Rosetta Billingslea Fax:

Email Address: mbillingslea2002@yahoo.com Date: July 17, 2019

Author	Rosetta Billingslea
*Subject(s)	Social Studies Lesson Plan
Topic or Unit of	Social Studies
*Grade/Level	Preschool/Kindergarten
*Summary	The lesson will be titled Reading Faces and it will entail teaching students how to understand feelings, express them, and communicate using their emotions and feelings.
ANDARDS AND	DIFFERENTIATED INSTRUCTION:
*Standards	North Carolina Standard

Verbal differentiation

The above will be done by slowing down the speech to support all the kids in ELL's category as they listen, translate, and process the information. At the same time, I will rephrase and offer clarifications to ensure that all the students comprehend. At the same time, the use of gestures will also be done to ensure that all students understand and offer physical responses.

Case in point, when conducting a class to read aloud, I will teach a few vocabularies and also when reading the content of the book to the class, I will ensure the text is enlarged under some form of document camera. The above will ensure that all students see what I am reading. At the same time, if there will be some pictures, I will show the students and also offer them some opportunities so that they can talk about the visuals and texts.

Differentiated Instruction

Procedural differentiation

The above refers to release responsibility gradually. This will help the students to do things easily and automatically. This will be conducted by differentiating how the groups of students are instructed so that their independence can be supported.

I will give a read and write workshop for ten minutes

I will then allow students to do group work that entail guided reading sessions and shared reading classes.

The small groups will help students to talk and interact with others.

Instructional differentiation

I will equally empty graphic organizers such as story maps

EEI (ESSENTIAL I	CLEMENTS OF INSTRUCTION) - LESSON PLAN ELEMENTS REQUIRED:
•	
Objective	To ensure that all students will be able to identify emotions, which are shown or expressed
	using different faces.
	I will use a video as a starting point whereby there will be students making different faces
	based on the circumstances that surround them in each of the various stages.
Anticipatory Set	1. A student will be given a gift by their parent, and they will make a smiley happy face.
	2. In the second part a student will fall, and they will make a crying sad face.
	3. The student will make a long face showing disappointment when their friends refuse to
	share a snack.

Introduction (Ten Mins)

I will make an angry face and ask the students to guess how I feel

I will ask the students to make a happy face. Then I will have them to think about what it means to be happy; they will possibly express their joy using big eyes and wide smiles.

Teach Lesson /

Explicit instruction

Model

I will read aloud to them about feelings from the book called Feelings By Aliki

I will ask the students to engage in sharing the different feelings that are expressed in the

book

Students will turn and ask another student in class to tell them what their favorite part in the book was.

	-
Guided Practice	I will have all the students once again turn to another student and practice the art of making faces, showing the feelings in their hearts. These will include such feelings as sleepy, excited, and happy. Have the students describe each others feelings expressed in the previous part. They will express how each other's feelings were I will then offer them papers, crayon and some other craft materials and tell them they will
	use the same to make faces and show feelings. I will model how to make a sad face
T. 1. I. I. D. C.	The students will have free time to practice making faces
Independent Practice	I will then go round the class asking them to explain how they feel and how their faces
	appear.
Closure	Students will show how to represent their feelings and how they read their neighbor's faces
Evaluation	I will then take five minutes to assess how the students represent the various feelings and
*Assessment/Rubrics	how they read each other's faces
MATERIALS AND RESOURCES	
Instructional Materials (handouts,	Crayons, papers, and craft material.
Resources	Video And Book : Feelings By Aliki