



GCU College of Education
LESSON PLAN TEMPLATE

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:	<i>Students will be able to add and subtract using connecting cubes and a ten frames.</i>
Classroom and Student Factors/Grouping:	<i>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.</i>
National/State Learning Standards:	<i>NC.CCSS MATH.CONTENT.1OA.A1</i> <i>Learning how to add and subtract using 10's by taking away from, adding together, and comparing.</i> <i>NC. CCSS.MATH.CONTENT.1.OA.A2</i> <i>Adding numbers by 10 together, by using ten frames, objects and drawing.</i>



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

Section 2: Instructional Planning

<p>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.</p> <p>The centers are:</p> <p>Technology center</p> <p>worksheet center</p> <p>skip counting center</p> <p>puzzle center</p> <p>The final stop for both groups will be with the teacher for reinforcement of what was learned.</p>	<p>60 minutes</p>
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Multiple Means of Representation	
<p><i>Explain how you will differentiate materials for each of the following groups:</i></p> <ul style="list-style-type: none">• English language learners (ELL): For ELLs I will make the lesson visual and understandable by using translation program and a translator so that they can see as well as be able to read the numbers. Illustrations will be used.• Students with special needs: Reinforcement will be used by using common core math game sheets.• Students with gifted abilities: These students will be grouped together and will be able to learn and work independently. These students will also be able to communicate and collaborate together to learn new concept along with critical thinking skills.• Early finishers (those students who finish early and may need additional resources/support): I will have special assignments ready for them and take time to go through their work at the earliest opportunity.	30 minutes
<ul style="list-style-type: none">• The students will be divided in four groups and given worksheets to add and subtract by 10's• The groups will be assigned a Teacher Assistant (TA) assign students with the role of saying the number aloud in class• Red: low (students working below grade level and need additional help)• Yellow: transiting• Green: grade level: (These students are working at grade level, but need support)• Blue: high-flyers (they are gifted and get to work independently) <p><i>Explain how you will differentiate activities for each of the following groups:</i></p> <p>I will differentiate activities using the groups above.</p>	20 minutes



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

EEI Lesson Plan Template

Client Organization: Cabarrus Charter Academy

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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	<ul style="list-style-type: none"> • 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 AND DIFFERENTIATED INSTRUCTION:

*Standards	<p><i>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</i></p> <p><i>RF.K.2 Print upper- and lowercase letters.</i></p> <p><i>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</i></p>
Differentiated Instruction	<p>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.</p>

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>I will use word games, picture books, videos, writing alphabet, and fill in the blank worksheets, along with interactive sing along games.</i>
Teach Lesson / Model	<p><i>Read: Students will sing the ABC Song, participate in the word game.</i></p> <p><i>Listening: to the teacher read, "Little Red and the very hungry lion" by Alex Smith.</i></p> <p><i>Writing: The names of the characters and animals in the story that was read.</i></p> <p><i>Speaking: round circle discussion about the book read and the field trip experience.</i></p>

Guided Practice	<i>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.</i>
Independent Practice	<p>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.</p> <p>**Note: A different worksheet will be taken home every day for a week as homework to reinforce the concepts taught in class.</p>
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	<ul style="list-style-type: none"> <i>The bulk of the evaluation and assessments will take place through observation.</i> <i>I will use a developmental checklist for myself as well as a checklist for the student to assess themselves.</i>
MATERIALS AND RESOURCES	
Instructional Materials (handouts, etc.)	Alphabet fill-in the blank worksheets, word game worksheets, writing numbers and names of animals worksheets.
Resources	<i>Books, visual aids, video's, activity worksheets, etc</i>

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

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VITAL INFORMATION

Author	Rosetta Billingslea
*Subject(s)	Social Studies Lesson Plan
Topic or Unit of	Social Studies
*Grade/Level	<i>Preschool/Kindergarten</i>
*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.

STANDARDS AND DIFFERENTIATED INSTRUCTION:

*Standards	North Carolina Standard
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Differentiated
Instruction

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.

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 ELEMENTS 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.
Anticipatory Set	<p>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.</p> <ol style="list-style-type: none"><li data-bbox="347 667 1469 703">1. A student will be given a gift by their parent, and they will make a smiley happy face.<li data-bbox="347 741 1317 777">2. In the second part a student will fall, and they will make a crying sad face.<li data-bbox="347 814 1487 919">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.

Explicit instruction

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

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.

Teach Lesson /
Model

<p>Guided Practice</p>	<p>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.</p> <p>Have the students describe each others feelings expressed in the previous part. They will express how each other's feelings were</p> <p>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</p>
<p>Independent Practice</p>	<p>The students will have free time to practice making faces</p> <p>I will then go round the class asking them to explain how they feel and how their faces appear.</p>
<p>Closure</p>	<p>Students will show how to represent their feelings and how they read their neighbor's faces</p>
<p>Evaluation *Assessment/Rubrics</p>	<p>I will then take five minutes to assess how the students represent the various feelings and how they read each other's faces</p>
<p>MATERIALS AND RESOURCES</p>	
<p>Instructional Materials (handouts,</p>	<p>Crayons, papers, and craft material.</p>
<p>Resources</p>	<p>Video And Book : <i>Feelings</i> By Alik</p>