

Student Teacher Candidate: Jessica Kelley
 Lesson Subject(s)/Title: Using numbers to make a picture
 Lesson Date(s): 3/23/18
 Course & Grade(s): Kindergarten

INSTRUCTIONAL MATERIALS:

iPads, "Color Number" app

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

How does coloring pictures help you show that you can identify the numbers you are given to use for each color of the picture?

How can identifying the hard (high), medium, and easy (low) groups help you recognize that information in real life situations (example: lines at the mall or at a restaurant)

PURPOSE:

For the students to identify and use their prior knowledge of counting up to at least twenty to help them color the picture the right colors.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

For the students to identify each number and color them in the color provided for that number on the iPad. For the students to be able to recognize how many numbers are in each group (easy, medium, and hard). These three different groups will have a different amount of numbers, and the students should be able to recognize them.

STANDARDS:

Standard - CC.2.1.PREK.A.3: Compare numbers.

Standard - 9.1.M.1.J1: Use a variety of technologies for producing or performing works of art.

CCSS.MATH.CONTENT.K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

DIFFERENTIATION STRATEGIES:

LD Student: There are three options for the coloring sheets: easy, medium, and hard. The students will get to pick from those, so for the student who struggles will be advised to choose the easy one.

Gifted Student: This student will choose the hard option to see how they do with identifying the numbers when there are so many of them.

ANTICIPATORY SET:

To introduce this, I will have the students identify numbers with me by counting up to twenty, because this should be a review for them. Then I will pull up the game on the board having the students recognize which group has more numbers on it (easy, medium, hard). This is when they will be split up into leveled groups.

INPUT/ ACQUIRE NEW KNOWLEDGE:

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

During this lesson, the students will be deepening their knowledge by recognizing the numbers and using the right color to color in the squares. The students will also be showing their recognition of easy, medium, and hard levels. They will show which level has the most numbers, which level has less, and which level has the least. That will happen before we disperse into groups. The students will be put into leveled groups so I can assign them which level they are

Sensory Register	STM	LTM
Attention Recognition Perception	Focus Organization Rehearsal Visualization	Connections Elaborations Meaning

Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

Complex Interactions

1. Discussion
2. Argumentation

Bloom's Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Questions, Cues, and Advanced Organizers

allowed to use for the first round. After the first round, if they have enough time after they finish one then they can choose whatever level they feel they can do.

CLOSURE/ASSESSMENT:

The students will take a screenshot of their creation and drop the iPads off at my desk. I will look at the pictures to see if they were colored properly.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

None

EVALUATION/ASSESSMENT OF STUDENTS:

The students will be evaluated on if they colored the pictures properly, which would be having the right colors in the right squares. They will get graded on a scale of thumbs up, thumbs halfway, and thumbs down.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">1. Ask the students to count up to twenty.2. Show the students the app on the smartboard, and ask them which groups of pictures have more numbers, in between, and the least amount of numbers.3. Demonstrate how to use the app, then split the students into leveled groups.4. Handout the iPads, and tell the students they are only permitted to go on the "Color Number" app.5. Instruct the students to wait for your go when she comes around the tables and assigns levels for your group for the first round.6. Instruct the students to save or screenshot the picture on the iPads when they are done coloring the picture.7. If the students get done early they can pick another picture from any level to color.8. Write down which picture is each student.	<p>The students will:</p> <ol style="list-style-type: none">1. Count up to twenty with the teacher.2. The students will raise their hand when they can identify which groups are which, and they will be called on to share their answer.3. Split up into three different groups: low, middle, and high.4. Open up the iPads and go to the app.5. Get assigned level for the first round, and browse through all of the pictures you can color using the colors provided for the numbers.6. Color the picture with the color provided for each number.7. Screenshot your creation.8. Pick another picture if you get done from any level you would like.9. Turn in the iPads to the teacher, and tell them what picture you colored so they are looking at the right one.
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