**Early Childhood Special Education Lesson Plan**

**Teacher Candidate:** Carmela Laya **Grade Level:** Kindergarten

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| **Lesson:** How long am I? |
| **Unit of Study:** Mathematics Measurement Unit |
| **Goal of Lesson (Common Core State Standards/Division of Early Childhood where appropriate)** |
| Measuring objects using manipulative  |
| **Objectives:** |
| * SWBAT measure at least 3 objects using the unfix cubes by stacking the cubes and identifying the length of the object (i.e. notebook, pencil, crayon, book, pointer etc.)
* SWBAT record the number of unfix cubes it took to measure the length of the object (i.e. notebook, pencil, crayon, book, printer etc.) on a recording sheet by writing the appropriate number
* SWBAT compare the lengths of the unfix cubes by identifying which object is the longest and shortest using the cubes
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| **Pre-Assessment:**  |
| Students are familiar with using unfix cubes to measure their shoes. They can identify and stack the cubes accordingly, and record the number. Student will review what measurement is, and why we use measurement. The teacher will provide an object and ask students what can they do to measure this object? What can they use to figure out how long the object is? The teacher discuses students’ responses. The teacher will ask students to demonstrate how to measure the object using the cubes? Students will help count the number of cubes it takes to measure the object. Students will be given another example of an object and have students will be asked to explain how they will measure the object using the cubes.  |
| **Post-Assessment:** 1. Did the student measure at least 3 objects using the unfix cubes by stacking the cubes and identifying the length of the object by counting the cubes?
2. Did the student record the number of unfix cubes it took to measure the length of the object on the recording sheet?
3. Did the student compare the lengths of the unfix cubes by identifying which object is the longest and shortest using the cubes?
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| **Materials:** Unfix cubes, data recording sheets, objects: notebook, book, pencil, eraser, crayon, marker, pointer, animals, play food & blocks, pencils, Smart Board (projector) |
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| **Use of Technology:** This lesson will be modeled via Smart Board by having the objects projected onto the Smart Board and show how the cubes will be used to measure the objects. After students have finished with the activity, students recording sheets will be share via Smart Board. The Smart Board will be used for the modeling and share after the activity.  |
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| **Differentiation:***To make it easier:* 1. Students will measure only one object and record on the data sheet
2. Students will have pre-set objects to measure
3. Students will color the number of cubes on the recording sheet then writing the number
4. Students will have a picture of the object and color the number of cubes it takes to measure the object
5. Students will measure object that measure between 1-10 cubes

*To make it harder:* 1. Students will have to guess how many cubes it take to measure the object and record, then record the actual number of cubes
2. Students will have to write the name of the object and measure using the cubes
3. Students will use a ruler to measure the objects and record
4. Students will measure the object using paperclips

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| **Seating Configuration/Use of Physical Space:** |
| Students will sit on the rug during whole-group instruction to review and model the concepts of measuring. Students will sit to their assigned tables and work on the measuring activity. Each teacher will be assigned a table to help provide additional guidance and 1:1 for students. After students have finished the activity students will sit back on the rug during whole group.  |
| **Teaching roles and collaboration:** |
| During whole group instruction for the introduction and model of the activity, teachers will be assigned different students to help with focusing. Teachers will help manage different behaviors during whole-group instruction by providing verbal, visual and physical prompts to help students to stay on task. During the activity, teachers will be assigned a table to help provide additional assistance for students. The teacher will help re-model or re-explain the activity to students that have difficulty understanding the steps. The teachers will refer back to visual cues provided at the tables to help students stay on task. The teachers will help by giving verbal and physical prompts to help keep students to stay on task.  |
| **Classroom Management:** |
| To help manage the classroom students will encouraged to use “quiet hands” during class participation. The teacher will practice the “sh, sh, she” method to get students attention in order to provide additional set of instructions or get students attention. For students that are hyperactive and have difficulty staying focused on the rug, upright chairs will be provided to help students stay focused. Other behavioral problems will include the teacher providing visual and verbal prompts to show how to sit on the rug. Students will be reminded of “whole body listening” and to practice being good listeners during whole group instruction. From transitioning from whole group to table activity, students will be called by table or by rows provided by students showcasing appropriate rug behavior. During whole group instruction the teacher will provide lots of support and enthusiasm to help maintain students attention and interest during the lesson. The teacher will practice making items relatable to the students.  |
| **Engagement of students/anticipatory set/Motivation:** |
| The objects used will be real objects found around the classroom, making it relatable for students to identify every-day classroom objects as things to measure. The teacher will have a calm, energetic and enthusiastic energy to help retain students’ attention. As a motivational tool students will choose which objects to measure and use the unfix cubes to measure them.  |
| **Connection to Previous lesson/Prior Knowledge:** |
| Students have practiced and worked with using the unfix cubes to measure their shoes. Students are familiar with measurement. They know what we use measurement for and the different types of measurement, from weight, height and temperature. Students are able to count consecutively with most able to count over 10. Students have practice recording their number on a data-collecting sheet. Students are able to identify taller vs. shorter and bigger vs. smaller. The students can build and count cubes.  |
| **Lesson Presentation:**Estimated Time: 40 minutes (10 minutes whole group, 15-20 minute table activity, 10 minutes for share)  |
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| **Guided Practice/Active Involvement/Small group work/Independent Practice:**Estimated Time: 30 minutes 1. “This week we have been talking a lot about measurement. Who remembers what is measurement? One thing measurement can be is figuring out how long something might be. (The teacher will present and object) Who knows what is something we can use to figure out how long this object is? (The teacher will get students responses) Last week we used the unfix cubes as a measuring tool to figure out how long our feet are. We counted the cubes and wrote down the number of cubes our feet were.”
2. The teacher will model and review how to stack the cubes and measure the object. After the teacher has finished measuring the object with the cubes. The teacher will ask the whole group to help how many cubes the object it. The teacher will review that using the cubes the class can determine how long the object is. Next, the teacher will show the recording sheet and demonstrate using the model object of how to record the data. The teacher will model where to write the number for the number of cubes.
3. After the teacher finishes modeling, she will review the steps to the class. Students will be instructed to pick one item at a time, but they must have 3 items in total to measure. They will take one item and write the labeled name of the object on the recording sheet (i.e. notebook, book, pencil, crayon, eraser, pointer, animal, and blocks. Students will get to choose which objects they will measure based on the items provided. After students have written the name of the object on the data sheet they will use the cubes and measure the objects. After the students measure the items with the cubes they will record how long the item is by writing how many cubes it took to measure the object.
4. Students will go to their table spots and practice the activity. Teachers will provide additional support and guidance for students that need extra help. Students need to at least measure 3 objects. After students measured they have to circle which object they measured was the longest and circle, which was the shortest, and write the objects name at the bottom of their recording sheets.
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| **Final Summary/Closure:**Estimated Time:1. After students have finished the activity they will sit back on the rug for whole group share. Teachers will collect ideal samples of children’s work and share with class, along with the objects. The teacher will describe which objects was the shortest and the longest to the class. Students will have a chance to share and describe what their finders were. The teacher might have students come up and provide a sample of how they measured the objects using the cubes.
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| **Extension:** Students will practice measuring other different measuring tools around the classroom. Students can line up the objects and organize the objects by longest to shortest. At home students will be encouraged to measure different items at home, and encourage students to use different measuring tools to measure.  |
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**Assessment Checklist**

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|  | Did the student measure at least 3 objects using the unifix cubes by stacking the cubes and identifying the length of the object by counting the cubes? |  Did the student record the number of unifix cubes it took to measure the length of the object on the recording sheet?  | Did the student compare the lengths of the unifix cubes by identifying which object is the longest and shortest using the cubes?  | Notes |
| 1. Adam |  |  |  |  |
| 2. Ayden |  |  |  |  |
| 3. Bailey |  |  |  |  |
| 4. Bode |  |  |  |  |
| 5. Blake |  |  |  |  |
| 6. Ela |  |  |  |  |
| 7. Emma |  |  |  |  |
| 8. Eva |  |  |  |  |
| 9. Hanchuan |  |  |  |  |
| 10. Isabela |  |  |  |  |
| 11. Kai |  |  |  |  |
| 12. Lila |  |  |  |  |
| 13. Madison |  |  |  |  |
| 14. Matt |  |  |  |  |
| 15. Miles |  |  |  |  |
| 16. Nathanial |  |  |  |  |
| 17. Nicole |  |  |  |  |
| 18. Olivia C.  |  |  |  |  |
| 19. Olivia N.  |  |  |  |  |
| 20. Simon |  |  |  |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Name of object** | **How long is it?** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**SELF-EVALUATION OF SUPERVISED OBSERVATIONS:**

Please look over the Key Areas & Skills Summary Sheet to review the areas that will be evaluated by supervisors during your observations and consider these areas when reflecting upon your performance. The purpose of this evaluation is to help you become more reflective in your practices, and to help you learn how to critically evaluate your performance in order to identify areas of strength and areas that need to be further developed. In addition, this information will be extremely useful for supervision, as your supervisor will be able to provide you with more specific support and guidance in the areas that you feel are in need of further development.

Each candidate is expected to complete this self-evaluation after every supervised observation (including the video). Please keep 1 copy to submit for your portfolio at the end of the semester, and provide a copy to your supervisor.

**What do you think went particularly well with the lesson/activity?**

In this lesson I felt that students worked really well with the materials in the lesson. The students had a wide variety of different items, which allowed students to compare and share results on their paper. I felt that the students really responded to the instructions provided in the lesson by carefully measuring items using the unifix cubes. Most students did not need assistance measuring with the cubes, but students needed help with recording the number on the sheets. I think the way I managed the classroom was effective by getting their attention and transitions between whole groups to table groups.

**Describe 1 or 2 skills that were demonstrated during the lesson that you feel were particular areas of strength for you.**

Strength was modeling the lesson to the students. By having student volunteer to help model the activity it gave students a better picture of what was expected. I felt that my execution of what measurement was and my instructions were clear that students were able to really grasp what it is that they had to do. Another strength was my management of the entire classroom. I tried my best to make sure that I was able to go attend to most of the students in the classroom by quickly scanning student’s work. My strength was in helping with making sure that students were given enough examples and comparison of the different steps, which allowed students to compare and contrast with each other.

**What areas or specific skills do you feel you still need to develop or improve upon for future lessons? What skills that were demonstrated during the lesson do you feel are an area of difficulty for you, and an area that you would like to continue to work on during the semester?**

In the future I need to improve how I communicate specific forms of praises to students and instructions. While students were able to meet the goals of the objective of the lesson, I could have explained the concept of longest to shortest better. Students were instructed to circle the item that was the longest and the shortest, but most students just circled the first two numbers. I could have done a better job comparing the two of largest and smallest by comparing the lengths of the unifix. During share time after the independent activity, I need to improve summarizing to students what the objective of the less was. Instead of just sharing student’s work, I could have gone into more details of comparing the items and displaying the lengths with the cubes. Another skill to improve was my pre-assessment and review for students about measurement. In the future I need to revaluate what specific goals and objectives I want students to display. For the pre-assessment I need to better monitor their prior knowledge of the material, and provide assessment after the activity to determine whether student’s met the objectives of the lesson.

**Please describe any other thoughts or concerns about your observation:**

Some of my concerns were how effective my instruction was to the student. I was worried that the video did not display all of the objectives being met. More importantly I felt I could have explained the instructions better and what measurement is used for. I was worried during my share I was ineffective with sharing student’s work and focusing on the concept of longest and shortest. It was a great opportunity to introduce the concept of longest and shortest, and determine whether students successfully managed the classroom