

<b>Grade:</b> Kindergarten		<b>Subject:</b> Math	
<b>Materials:</b> Deck of cards (enough for all groups)		<b>Technology Needed:</b> N/A	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s):</b> <b>K.CC.1</b> Count to 100 by ones and by tens. Count backward from 20 by ones. <b>K.CC.2</b> Count forward beginning from a given number within 100. Count backward from a given number within 10. <b>K.CC.3</b> Write numbers sequentially from 0 to 20. Write a given number from 0 to 20. <b>K.CC.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, using groups of up to 10 objects <b>K.CC.7</b> Compare two numbers between 1 and 10 presented as written numerals.		<b>Differentiation</b> <b>Below Proficiency:</b> pair with student who has played the card game before  <b>Above Proficiency:</b> pair with student who has not played the card game before  <b>Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic)</b> Tactile – playing the card game Visual – seeing the cards that they are playing	
<b>Objective(s)</b> Students will be able to put cards in order from 1 to 10 Students will learn to take turns while playing game  <b>Bloom’s Taxonomy Cognitive Level:</b> Remember, understand, apply			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>• Have students sit on carpet spots</li> <li>• Ask who has played game before and pair them with someone how has not played</li> <li>• When time is up ring bell for transition</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>• Give time to answer questions</li> <li>• Go over how to sit at carpet spot</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
2	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>• Make sure I have enough cards for every group</li> </ul>		
3	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• Ms. Harris has taught you guys what a 10 frame is, turn to your partner and tell them what a 10 frame is.</li> <li>• Turn back in 3, voices off in 2, eyes on me in 1 –can anyone tell me what a 10 frame is?</li> <li>• Answer: a frame that fits 10 in it/ organizes numbers</li> <li>• Today I am going to teach you guys a game using the 10 frame</li> </ul>		
	<b>Explain: (concepts, procedures, vocabulary, etc.) Show them what to do while explaining with a student volunteer!</b> <ul style="list-style-type: none"> <li>• I will be teaching you guys a card game called Trash or some of you know it as Garbage</li> <li>• You and a partner will get a deck of cards</li> <li>• When you get the deck of cards each of you will grab 10 cards face down – <b>do not look at the cards!</b></li> <li>• You will lay them face down in the form of a 10 frame</li> </ul>		

5	<ul style="list-style-type: none"> <li>• How many cards (dots) go on top? How many cards (dots) go on the bottom? If there are 5 on top and 5 on the bottom, how many all together?</li> <li>• You will put the extra cards in between you and your partner face down</li> <li>• You and your partner will take turns drawing cards from the pile in the middle</li> <li>• When you draw a card from the pile in the middle you will place that card in the correct spot in the 10 frame</li> <li>• A = 1, 2-10</li> <li>• When you put the card from the pile into your 10 frame you put it face up so you can see the card</li> <li>• You will take the card that was replaced by the one you picked from the pile and look at it, if it is A-10 you may continue to play that card until you get a King, Queen, Jack, Joker or a number you already have—place that in the discard pile, it is now your partners turn</li> <li>• If you drew a King, Queen, Jack, or Joker from the draw pile then that is your turn – put the card in the discard pile and it is your partners turn</li> <li>• If your partner puts a card in the discard pile that you need you may take that card and play it or draw a fresh card from the pile</li> <li>• Continue until your 10 frame is filled with the correct numbers A-10</li> <li>• Whoever fills their 10 frame first wins that round</li> </ul>
15	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• Who has played garbage before? -- pair them with a student who has not played trash/garbage</li> <li>• Spread out throughout the classroom, remember only two people at a table at one time</li> <li>• Raise your hand if you need help or have questions</li> </ul>
3	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• Ring bell when it is time to clean up</li> <li>• Give cards back to me</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>• Walk around and help where needed</li> <li>• See what students are getting the number in order and who are not</li> </ul> <p><b>Consideration for Back-up Plan:</b></p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b>  N/A</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>  This lesson originally began as teaching them how to play the card game trash/garbage. I changed the way I introduced them to the game, I added that I would choose a student to join me and play the game with me while I am teaching the rest of the class how to play. I also changed instead of them turning to their carpet partners and having them pair up that way I would ask who has played before and pair them with someone who has not played before so that they are teaching each other and it will not be as big of a chaos. If there were more students who have not played before than students who have played I would have sent the students who have played with a partner who hasn't played and the ones that were left over who have not played before would get more directions from me to learn how to play. If there were students who did not quite know how to play, I would tell them to feel their 10 frames with the correct numbers in their spot to get used putting the cards where they are supposed to go.</p>	