

Grade: Preschool		Subject: Math	
Materials: <ul style="list-style-type: none"> Sand sensory box Box of assorted jewels to put into sand box Shovels Markers Paper 		Technology Needed: N/A	
Instructional Strategies: <ul style="list-style-type: none"> <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) 		<ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	
Standard(s) Goal P-MATH 3. Child understands the relationship between numbers and quantities		Guided Practices and Concrete Application: <ul style="list-style-type: none"> <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: -Large group when in the sensory box -Independent when filling out bar graph	
Objective(s) <ul style="list-style-type: none"> Students will be able to count and compare quantity of jewels Students will create simple bar graph Bloom's Taxonomy Cognitive Level: Analyze		Differentiation Below Proficiency: Assistant help, hand over hand Above Proficiency: Graph by themselves Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) <ul style="list-style-type: none"> Visual – seeing how many jewels they collected Tactile – touching and counting the jewels collected 	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> 2 children at each sandbox After they find all the jewels, they will come to table to graph 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> Keep all the sand in the box as much as possible Clean up area when finished Come to table when found all jewels 	
Minutes	Procedures		
2	Set-up/Prep: <ul style="list-style-type: none"> Have all sand boxes with jewels inside ready Have a shovel for each child Have bar graphs and markers ready 		
3	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> Did you know kings and queens had a lot of jewels back in the day? You guys are going to be kings and queens and you are going to go digging for jewels and see how many you can find in the sand 		
3	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> We are going to go digging for jewels today There will be 2 of you at each sand box and use a shovel to dig for the jewels that are hiding in the sand Please do your best at keeping the sand inside the boxes 		

3	<ul style="list-style-type: none"> Once you find all the jewels we will come back together and count and graph how many jewels you each found When they come back to the table Count how many of each color jewels you have You will color that many boxes on your bar graph for that color
10	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> Send children to their sand box Hand them each a shovel Let them start digging and finding the jewels Once they found them all, get back together as a whole group and count and graph the jewels they found Questions: <ul style="list-style-type: none"> How many jewels have you found? How do you know that is how many you have? How do you know you found all the jewels in the sandbox? Can you tell me how many jewels you found? How many different colors have you found, how do you know that? What colors have you found? What shapes have you found, how do you know that?
5	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> After they are done graphing review how many jewels, they found Ask them what colors they found
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <ul style="list-style-type: none"> Students will be able to compare numbers Students will be able to graph numbers in simple bar graph <p>Consideration for Back-up Plan:</p> <ul style="list-style-type: none"> Do not have to graph the jewels 	<p>Summative Assessment (linked back to objectives) End of lesson:</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): This lesson originally was a little above what some of the students could do. While doing the lesson I was able to make the accommodations and tailor it to what the students needed. In the morning session I had younger students so I decided that they would not be doing the graph but taking what they collected and showing me how they could categorize their jewels. In the afternoon the students were a bit older and were able to do the graphing, but again I changed the lesson on the fly and instead of having them color the graph I just had them glue their jewels onto the graph itself.</p>	

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