

Name: \_\_\_\_\_ Date of Observation \_\_\_\_\_

N/A (Determined by instructor) \_\_\_\_\_ Ages/Grades of Students Kindergarten. \_\_\_\_\_ #Number of

Students in Class N/A \_\_\_\_\_ # of Students having IEP/504 N/A # of

Gifted Students N/A # of Students having LEP N/A

**Lesson Title: M&M Madness (Counting Candy)**

**1. Context: Describe the Students for which this Lesson is Designed**

Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students' interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, economic diversity in class.

**DO NOT USE IN 250**

**2. Learning Target(s)/Objectives** Provide 1-2 learning targets/objectives and 1-2 connected Kentucky Early Childhood Standards and Benchmarks for each component listed in this section. (Only use option b, for current lesson, in EDU 250.)

- a. ~~Previous lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)~~
- b. Current lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)

What prior content and/or skills should your students already know that is relevant for your lesson?

**Standard:**

KY.K.CC.5 Given a number from 1-20, count out that many objects.

**I Can:**

I can write and count objectives from 0 to 20 arranged in a line.

**Skills the Students Should Already Know:**

Students will need to have preliminary understanding of counting numbers 0-20.

Students will also need to know how to write numbers 0-20.

What is the learning objective of your lesson written in ABCD format?

The students, given a pack of M&M's and a sheet of paper, will count and write the total quantity of M&Ms in their package with 100% accuracy.

- c. ~~Next lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS~~

or NAAEE standard(s)

### 3. Students' Baseline Knowledge and Skills

Describe and include the pre-assessment(s), including the developmental continuum used to establish students' baseline knowledge and skills for this lesson.

**DO NOT USE IN 250**

### 4. Formative Assessment

Describe and include the formative assessment(s) and developmental continuum(s) to be used to measure student performance during this lesson. *The formative assessment(s) and developmental continuum(s) should be directly connected to the current learning target/objective. The description should include the method used for collecting data.*

Describe how you will determine to what degree your students have met the objective at the end of your lesson:

First, the students will be able to successfully move through the "Counting Review PowerPoint" in a timely manner with little to no mistakes. Next, the students will have accurately counted the number of M&Ms that came in the package. The teacher will know this by walking around during the activity and checking students' progress

### 5. Resources

Identify the resources and assistance available to support your instruction and facilitate students' learning. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role.

- Counting Review PowerPoint
- Counting Numbers 1-20 Song: [Count by 1's to 20 NOW! | Jack Hartmann - YouTube](#)
- M&Ms
- Sorting M&Ms by color worksheet
- [https://topperwkuedu94069-my.sharepoint.com/:w/g/person/ella\\_ryerson490\\_topper\\_wku\\_edu/EWPh\\_2h2SVVMjp3dFsL4QMoBMavP-7fvTRH3trhxNR-YCg?e=ASymg0](https://topperwkuedu94069-my.sharepoint.com/:w/g/person/ella_ryerson490_topper_wku_edu/EWPh_2h2SVVMjp3dFsL4QMoBMavP-7fvTRH3trhxNR-YCg?e=ASymg0)
- Counting M&Ms worksheet  
<https://docs.google.com/document/d/1wQFq0ZEnfGmJb1jpD7IQ496ECEWrXAVSMd8LnbXoB-0/edit?usp=sharing>
- Pencils
- Power point COUNTING -  
[https://www.canva.com/design/DAFRI\\_fsy3E/PCj7Ym4YbRMBXznJ9H3Ayw/edit?utm\\_content=DAFRI\\_fsy3E&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFRI_fsy3E/PCj7Ym4YbRMBXznJ9H3Ayw/edit?utm_content=DAFRI_fsy3E&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

## 6. Lesson Procedures

Describe the sequence of strategies/activities and/or assessments will be used to scaffold instruction, engage your students. Facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities. *Components of this section should include: 1. Connection to prior learning, 2. Frontloading of expected learning/outcomes, 3. Introduction of new materials or new ways of using materials, 4. Step by step instructions on lesson implementation, 5. The role of other adults involved in the lesson, 6. Scaffolded and/or differentiated instruction to meet the needs, interests and abilities of all students, 7. Detailed script of teacher talk and questioning embedded throughout the procedures, 8. Plan for providing feedback to students, 9. Closure of what took place, what was learned and next steps to connect to next lesson's learning.*

**For your lesson, describe the following:**

**ENGAGEMENT** How will your capture student attention, promote thinking, raise questions, and identify misconceptions?

**What the Teacher Will do:** <5 minutes

- 1.) The teacher will ask students if they like M&Ms.
- 2.) The teacher will then ask students, "If they have ever felt like their friend has had more M&Ms than them in a package.?"
- 3.) The teacher will then ask students, "How do you think we could tell if this is true using math?"
- 4.) The teacher will then state that we can solve this debate with counting

**What the Students are expected to do?**

- 1.) The students will answer by raising their hands.
- 2.) The students will answer by raising their hands
- 3.) The students will give their answers the question and the teacher will engage brief discussion.

How long will this part take? Around 5-7 minutes

**EXPLORATION** How will students work together to discover concepts, use manipulatives, discuss observations, etc?

**What the Teacher Will do:**

- 1.) The teacher will engage students in a counting review power point
- a.) The teacher will play the "Counting Numbers 1-20" Review song for the students.
- b.) The teacher will prompt the students to count numbers 1-20 collectively.
- c.) The teacher will proceed through the "Count Review" Power Point and correct students answers if needed
- d.) The teacher will ask students to hand out M&M's and the counting and sorting worksheets

**What the Students are expected to do?**

- a.) The students are expected to move along to the "Count Numbers 1-20" review video.
- b.) The students will count out loud the numbers 1-20 as seen on the presentation
- c.) The students will count various amounts of objects on the Power Point. They will first do it individually and then raise their hands to be called on by the teacher.
- d.) Some students will volunteer to pass out packages of M&Ms to each student.

How long will this part take? 10 Minutes

**EXPLANATION** How will the teacher use students' experiences from exploration phase to "make sense" of the lesson content?

**What the Teacher Will do:**

- 1.) The teacher will explain the M&M's assignment by using the model on the Power Point.
- 2.) The teacher will then tell students to proceed with their class work.
- a.) As the students are completing their work, the teacher will walk around and check on students' progress to see if they have any questions.
- 3.) The teacher will call on students to ask them how many M&M's they had in total and will write it on the white board.
- 4.) The teacher will ask the students who had the most M&Ms out of the numerals on the board.
- 5.) The teacher will tell students to complete the sorting M&Ms worksheet and will walk around to monitor the progress of the students.
- 6.) The teacher will call on students (2-3) to ask them how many M&Ms they had for each color and the teacher will write it on the board.
- 7.) The teacher will then ask for each color which

**What the Students are expected to do?**

- 1.) The students are expected to comprehend the instructions to their classwork by observing the model on the Power Point.
- 2.) The students will put their M&Ms in a line on top of their paper. Below each M&M the students will write the numeral for each M&M.
- 3.) The students that are called on will state how many M&Ms they had in their package.
- 4.) The students will raise their hands to answer which was the highest amount of M&Ms in one package from the quantities on the board.
- 5.) -The students are expected to comprehend the instructions to their classwork by observing the model on the Power Point.
- 6.) The students will sort their M&Ms by color and count the total amount for each color on their worksheet
- 7.) The students will raise their hands to answer how many M&Ms they had for each color.

was the largest amount of M&Ms written on the board	8.) The students will raise their hands to answer which was the highest number of M&Ms for each color.
How long will this part take? >5 minutes	
<p><b>7. Reference</b> Identify the evidenced based resource(s) this activity was retrieved from using APA format.</p> <p>List any website, print material, or other resource that you used to develop your lesson here:</p> <p>Hartmann, Jack. "Count by 1'S to 20 NOW!   Jack Hartmann." <i>YouTube</i>, 12 Oct. 2021, <a href="http://www.youtube.com/watch?v=eAZ7UJweYZ8">www.youtube.com/watch?v=eAZ7UJweYZ8</a>. Accessed 10 Nov. 2022.</p>	
<p><b>8. Watch for -----</b> Identify anything that you would like specifically observed during this lesson. <i>What area(s) are you seeking specific feedback on for teacher performance as to improve student outcomes? (i.e. including all students, engaging students, promoting higher order thinking, higher level questioning, collecting assessment data, managing transitions, connecting to prior learning, etc.)</i></p> <p><i>DO NOT USE IN EDU 250</i></p>	

**RUBRIC FOR EDU 250 LESSON PLAN: (50 points possible)**

- 1 – Beginning** – lesson plan scores between 2 – 15 points  
**2 – Developing** – lesson plan scores between 16 – 30 points  
**3 – Proficient** – lesson plan scores between 31 – 45 points  
**4 – Exemplary** – lesson plan scores between 46 – 50 points

	<b>Not Demonstrated</b>	<b>Partially Demonstrated</b>	<b>Fully Demonstrated</b>
<b>General Info</b> *Student Name *Ages/Grade *Title of lesson	Points: 0  Missing	Points: 2  Partially complete	Points: 3  Complete
<b>Prior Learning</b>	Points: 0  Missing	Points: 2  Prior knowledge students are expected to have prior to lesson is incomplete	Points: 4  Prior knowledge students are expected to have prior to lesson is thoroughly discussed
<b>Learning Objective</b>	Points: 0  Missing	Points: 4  An attempt is made to describe an objective, but it is not complete (ABCD format) and/or is not measurable or appropriate for lesson	Points: 8  Objective is in ABCD format, observable and measurable, and is appropriate for the age/content of lesson
<b>Formative Assessment</b>	Points: 0  Missing	Points: 2  Assessment of lesson objective is partially described	Points: 4  Assessment of lesson objective is described
<b>Resources</b>	Points: 0  Missing	Points: 2  Incomplete list of materials listed	Points: 4  Complete list of materials listed
<b>Procedures</b>	Points: 0  Missing	Points: 15  Plans are present but lack clarity/detail and/or are incomplete	Points: 25  Plans are thorough, detailed, and complete
<b>References</b>	Points: 0  Missing	Points: n/a	Points: 2  References are identified
<b>TOTAL POINTS:</b>			