

UW-Platteville SoE Lesson Planning Template

Name: Kaliann Bauer
Lesson Title: Leprechauns (Numbers)
Grade level(s)/Course: Kindergarten
Date taught: March 14th, 2013

GENERAL CONTEXT

<p style="text-align: center;">Textbook or Instructional Program referenced to guide your instruction (if any)</p> <p>Title: “Ten Lucky Leprechauns” Publisher: Scholastic Inc. Date of Publication: First Printing- February 2012</p> <p>http://www.youtube.com/watch?v=s7pJQOAJB7I 5 Little Leprechauns Finger Play St. Patrick's Day Song Cullen's Abc's</p>
<p>District, school or cooperating teacher requirement or expectations that might influence your planning or delivery of instruction. Leprechaun theme, finger play or song</p>
<p>Amount of time devoted each day or week in your classroom to the content or topic of your instruction. One day for 45 minutes</p>
<p>Describe how ability grouping or tracking (if any) affects your planning and teaching of this content. N/A</p>
<p>List any other special features of your school or classroom that will affect the teaching of this lesson. Carpet time, smart board</p>

INFORMATION ABOUT STUDENTS AND THEIR LEARNING NEEDS

Total students <u> 19 </u> Males <u> 9 </u> Females <u> 10 </u>		
Students with Special Needs: Category	Number of Students	Accommodations and/or pertinent IEP Objectives
Students with IEPs	0	
English Language Learners	0	
Gifted	0	
504	0	
Students with autism or other special needs	0	
Students with Behavioral Disorders	0	

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INFORMATION ABOUT THE LESSON

<p>Content Strand – found within the Wisconsin Academic Content Standards or Wisconsin Model Early Learning Standards Reading Foundational Skills Listening/Speaking Math</p>																										
<p>Enduring Understanding and/or Essential Question The students will recognize that numbers are also written as words.</p>																										
<p>GLE(s) or EOC and Symbolic Notation CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>CCSS.Math.Content.K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</p>	<p>DOK</p> <p style="text-align: center;">1</p> <p style="text-align: center;">4</p> <p style="text-align: center;">2</p>																									
<p>Outcome(s)</p> <ul style="list-style-type: none"> • The students will be create a rainbow with a pot of gold following directions i.e.(draw five arcs on the rainbow; use four cotton balls to make the clouds; trace and cut out three shamrocks; color and cut out two leprechauns; and color and cut out one pot of gold) with support. • The students will be able to identify numbers in word form in the book and five finger play with consistency. 																										
<p>Academic Language related to the lesson</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Rainbow</td> <td style="width: 33%;">Leprechauns</td> <td style="width: 33%;">Kazoo (musical instrument)</td> </tr> <tr> <td>Nimble (quick)</td> <td>Romps (energetic)</td> <td>Arc</td> </tr> <tr> <td>Pot o’ gold</td> <td>One</td> <td>Two</td> </tr> <tr> <td>Three</td> <td>Four</td> <td>Five</td> </tr> <tr> <td>Six</td> <td>Seven</td> <td>Eight</td> </tr> <tr> <td>Nine</td> <td>Ten</td> <td>Draw</td> </tr> <tr> <td>Glue</td> <td>Cut</td> <td>Juggle</td> </tr> <tr> <td>Assemble</td> <td></td> <td></td> </tr> </table>			Rainbow	Leprechauns	Kazoo (musical instrument)	Nimble (quick)	Romps (energetic)	Arc	Pot o’ gold	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Draw	Glue	Cut	Juggle	Assemble		
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<p>Prior Learning/Prior Thinking Students have encountered leprechauns in previous lessons. Students have also saw numbers being written out as words.</p>																										

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LESSON IMPLEMENTATION

Anticipatory Set/Elicit Prior Knowledge

1. What do you know about rainbows?
 - How are they made?
 - What are the colors of a rainbow?
2. How are rainbows and leprechauns connected?
 - Leprechauns' gold is usually at the end of the rainbow.

Focus/Purpose Statement

We are going to read a book about leprechauns, then do a five finger play to learn that numbers can also be written as words. We are going to use our knowledge that numbers can be written as words to make a Rainbow with a pot of gold at the end.

Procedures

1. Read "Ten Lucky Leprechauns"
 - When reading the book and it comes to finding another Leprechaun I will ask the students to make a prediction of what number is next then after they do that I will hold the notecard up with the number written on it.
 - I will stop at certain points that I have marked out in my book, with sticky notes. i.e.
 - a) What is a kazoo?
 - b) Who knows how to juggle?
 - c) What does clever mean?
2. I will do a five finger play called Five Little Leprechauns. The words will be written on a large poster boards with the **number words bolded** to put the emphasis on the numbers.
 - I will first point out the words and ask the students what the words are.
 - I will ask the students to help me say the words when we get to them or join in on words they know. I will have the helper of the day point to the words as I say them.
3. I will then have the students make a rainbow with a pot of gold, shamrocks and Leprechauns on it. The students will use their knowledge of the numbers to make the rainbow. We will discuss the rule about making the rainbow in between each step that they will follow. I will either bring them back to the carpet or have them at their desks when I explain the next set of directions. The set of instruction include:
 - I will ask the students if they remember where the "Ten Lucky Leprechauns" found the gold in the book.
 - The students will draw five arcs on the rainbow to split up the colors on the rainbow, creating six different spots for color.
 - They will then use four cotton balls to make the clouds on the Rainbow.
 - The students will then cut out three shamrocks.
 - The students will color and cut out two leprechauns.
 - Then color one pot of gold.
 - The students will then assemble the Rainbow by:
 - a) gluing the cotton balls to the end of the rainbow,
 - b) putting the pot of gold at one end of the rainbow,
 - c) glue the Leprechauns and shamrocks where ever they would like to.

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Differentiation Process- if a student needs help cutting and pasting, Ms. Anderson or I will help.
Closure I will have some of the students share their work, and ask Ms. Anderson if we can display their work for a little while. As we have students sharing their work I will ask them what their favorite part was and explain how they made their rainbow, keeping the number sense in mind.
Materials and Resources Poster board Scissors Finger play props Shamrock outlines Cotton Balls Crayons Paper Glue Rainbow outlines Five finger puppets
Sources <ul style="list-style-type: none">• “Ten Lucky Leprechauns” by Kathryn Heling• http://www.youtube.com/watch?v=s7pJQOAJB7I 5 Little Leprechauns Finger Play St. Patrick's Day Song Cullen's Abc's• Google Images• Word clip art• http://www.youtube.com/watch?v=XsrJGNLVfNo• http://www.youtube.com/watch?v=IA-YGKN7k_o
Classroom Management/Democratic Practices Students will start on the rug for the read aloud and the finger play. By asking students questions during the read aloud it will help the students stay interested in the book, and by asking the students to say the words with me during the finger play will help the students focus and stay on task. During work-time I will play music to help the students focus on what they are doing. If I stop the music the students will know they need to stop what they are doing and listen.

ASSESSMENT

Before the lesson <i>Gathering information about student knowledge</i> I will ask the students about what they already know about leprechauns and rainbows. I will then ask the students if they know where to look for the pot of gold. <i>Pre-assessment that may be used</i> N/A
During the lesson <i>Informal Formative Assessment</i> I will know that they students are understanding the number words during the lesson if they are saying

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how many leprechauns are left in the five finger play or how many leprechauns there are in the book as we are reading.

Formal Formative Assessment

N/A

At the end of the lesson

Formative

N/A

Summative

The students will have produced a rainbow by following the directions on the poster board. The students will need to have five lines on the rainbow separating their rainbow into six areas. The students will have used four cotton balls to make the clouds, and have traced and cut out three shamrocks. The students will also have colored and cut out two leprechauns and one pot of gold.

[Assessment Rubric](#)

Reflection

What's working and what's not

I feel as if I have picked a great lesson because the students were really engaged in the read aloud, five finger play, and the rainbow activity. I spent a lot of time making my props for the five finger play and directions for making the rainbow. This was very helpful because the students paid more attention when there were visual aids and they were able to refer back to them when they forgot what the directions were. I really need to work on my classroom management. The students were chatty during my lesson and Ms. Anderson said that she would have waited until the students were paying attention, which is something I need to work on. I need to work on having the students raise their hands because they all talked at one time and it was hard to understand them and let all of them tell their stories. I also need to watch where I am holding things when I am trying to have the students read them. The students could not see all of the words on my flash cards because my fingers were in the way. I also need to make sure the students can see what I am trying to show them. I noticed that the students could not see the props of my five figure play at first until I moved it. I should have also had my "helper" sit down, because he was not pointing at the words when I had asked him to.

Missed Opportunities/Changes

I think that the students could have benefited from me mixing up the flash cards that I used with my book and had them tell me the words; this way they weren't in order and they had to recognize and read the words. I also believe that I should have reviewed the book and ask the students what happened in the book so I could tell if they were paying attention. When doing my five finger play I could have done the actions, such as running and shinning the shoe buckle. I would also make sure the prop was visible to the students, because some of them did not get to

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see the full finger play. If I had a chance to redo my lesson, I would try to incorporate all of these ideas.

Next Lesson

For my next lesson, I would find another book with numbers in it and share it with the students. I will then create a matching game on the smart board where the students have to match a picture of the number, the number written out, and the number itself. The students will take turns coming up to the board and matching them. We will then follow up with an activity to go around the room and find different items that have that many numbers. They will then draw and write the objects they found and write the number in numeric form.