

TITLE:	"Numbear 3"
LESSON DEVELOPER:	Heidi Mozoki
TEACHING DATE:	Monday October 17, 2011
SCHOOL:	Roland Park Elementary/Middle School #233

STANDARDS:

Mathematics/Kindergarten

Counting and Cardinality: K.CC

Know number names and the count sequence: The student will:

3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Count to tell the number of objects: The student will:

4. Understand the relationship between numbers and quantities; connect counting to cardinality.

- a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- c. Understand that each successive number name refers to a quantity that is one larger.

Writing/Kindergarten

Writing Standards K–5

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topics.

LEARNING:

Warm-Up Strategy

Get the children excited for the "Problem of the Day." Tell them that the problem has to do with the Number 3. It is the same number that we will complete in our "Numbears" book.

State the Problem

Source – Each Orange Had 8 Slices by Paul Giganti, Jr.): On my way to school I saw three little kids. Each kid rode a tricycle. Each tricycle had three wheels.

Model the Strategy

Say to the children: "When I want to solve a problem like this, I usually draw a picture." Restate the problem as you draw on the Promethean Board using ActiveInspire.

Ask Questions:

1. How many little kids were there?
2. How many tricycles were there?
3. How many wheels were there in all?

As the children answer these questions above, have them explain their thinking to their classmates.

Motivation Strategy

1. Review the numbers that we have included in our "Numbears" book so far and have several children come up to the Promethean Board to demonstrate what sets we made for each number.
2. Review the story: Numbears by Kathleen Hague. Point out the page for number 3.
3. Tell the children that they will be creating a page for Numbear 3 today. It will be more challenging because they need to choose a word to go along with the text on the page.

Learning Strategy

1. Show the children the materials that they will use for their Numbear 3 page.
2. Demonstrate how to glue the materials on the appropriate pages in the book.
3. Read the rhyme for Numbear 3 to the children. Ask, "What is missing from the rhyme?" Have the children brainstorm words that could be used to fill in the blank. Record the words on the chalkboard.
4. Tell the children that they will have the choice of what word and corresponding illustration they want to include in their rhyme for Numbear 3.
5. Demonstrate how to write the word, trace the numbers, and complete the illustration.
6. Send children to their tables to begin their assignment. Remind them of the 3 R's when working at their tables.
7. After the children have completed their Numbear 3 page, they may go to "Choosing Time." We will complete the closing activity after "Choosing Time."

Closing Strategy

1. The children will meet back on the "Smart Carpet" to present their "Numbears" book to the class.
2. Praise the children's accomplishments and get the children excited for the next page of "Numbears."

SCORING:

Assessment - "Numbear 3" Scoring Key	
Proficient [3]	<ul style="list-style-type: none"> • Followed directions completely • Worked independently • Included a written word in the Numbear 3 rhyme • Illustration matches written word • Illustration includes 3 objects
In Process [2]	<ul style="list-style-type: none"> • Followed directions partially • Needs assistance with the assignment • Copied the word and illustration that the teacher modeled • Illustration includes 3 objects

Needs Development [1]

- Did not follow directions
- Scribbled/illegible
- Drawn objects do not equal 3

RESULTS:

Organize: I will use the following chart to display student data for each time that I assess and score the same Common Core State Standard(s):

Data-Driven Results Disaggregated by All Students and Sub Groups						
Content Standard: [See Standards Link for Counting and Cardinality: K.CC and Writing Standards K-5.]						
Students	Scoring Results					
Last Name and First Name	All Ss	White	Black	Latino	IEP	EcDis
1. Example: Anderson, Jason	3		3			
2. Example: Anderson, Susan	2				2	
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
# Of students at the Proficient Performance Level						
# Of students at the In Process Performance Level						
# Of students at the Needs Improvement Performance Level						
% of Students at the Proficient Level (Total # of students at the proficient level divided by the total number of students)						
% Distance above or below school improvement plan expectations						

Reflect: I will consider the following stems to reflect on the results and instructional strategies I used and others I might benchmark and apply in the future. Then, I'll write a brief summary about my findings, contributing factors, and implications for improvement.

As I relate my students' results with my lesson strategies, I noticed that...

- (Enter short strategy description) had the most influence on student achievement because:
- (Enter short strategy description) had the least influence on student achievement because:
- (Enter short strategy description) has the most promise for becoming a best practice in my classroom because:

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Keywords: *ccss*