

# ONLINE LESSON PLAN

## **Inclusive Best Practices Project Educating Students with Complex Support Needs 2008-2010**

Respondent: **Sue Turchetta**  
**Mill Hall Elementary School**  
**Keystone Central School District**

Date of lesson to be observed/taped: **May 6, 2009**

### SURVEY RESPONSES

1. Lesson Title

***Math Wall/Circle Time***

2. Teacher(s) Name(s)

**Teacher 1: Sue Turchetta, Kindergarten Teacher**

**Teacher 2: Loretta Worrick, Student's Assistant - Paraprofessional**

3. Grade Level(s)

Kindergarten

4. Content Area

Math & Language Arts

5. Description/Abstract of Lesson

Students will participate in the daily routine of using the math wall to address basic math concepts in a large group setting through calendar activities. Students identify the date and use different manipulatives from the math wall to match what it would look like using coins, time and measurement. Students sing songs that reinforce the calendar vocabulary: days of the week, months of the year, today, yesterday and tomorrow. Students model how to determine if a numeral is odd or even. Students will count how many days we have been in school using place value pockets and straws.

6. Primary Lesson Objectives

- (1): identify the day, month, year
- (2): identify odd and even numbers
- (3): extend a pattern,
- (4): tell time to the hour
- (5): identify coins and the worth of each coin used.

7. Cognitive Level (Check all that apply.)

Knowledge  
Comprehension  
Application

8. Standards and Anchors Addressed

2.1: Numbers, number systems and number relationships  
2.3: Measurement and Estimation  
2.8: Algebra and functions

9. Guiding questions for this lesson

- (1): What is today's name and date?
- (2): What is the weather?
- (3): How can you show the class what today's date would be like using coins, time, measurement, ants, etc.?

10. Assessment Tools (Check all that apply.)

Class discussion  
Observation with Checklist  
Peer Assessment/Review

11. Learning Connections

Since this is a daily routine, the students are quite familiar with each activity.  
In September, we were focusing on the basic minimum of math concepts using the math wall. Each month we added more manipulatives/"tools" for the math wall. Now in May, the students have mastered the basic and have increased their knowledge so that they are developing higher level thinking throughout the math wall activities.

12. Instructional strategies used in this lesson. (Check all that apply.)

Modeling  
Demonstration  
Guided Practice  
Graphic Organizer  
Teacher Questions

13. Learning Activities or Tasks

- Students begin the day with a bell ringer at their tables. (5-10 minutes) This week's focus is on FAMILY. Students will use colored dots to place on their family tree to represent who lives with them in their house. Students will use the colored coded key to read what the appropriate colored stickers needs to be used for mom, dad, sister, brother, pet, grandma, grandpa, cousin, aunt, uncle, friend, etc. Teacher will collect the papers when finished. Students will go to the carpet to begin math wall/circle time.

- During math wall/circle time, 7-8 students will be asked to come to the front of the math wall to answer questions.
- Introduction: Students and teacher sing the "Good Morning" Song, "days of the week" song and finish with Macarena moves for the months of the year. A character voice and setting is given by a student to count by 10's to 100 using the 10's chart. Class counts by 10's using the chosen character voice.
- A student is chosen to come to the front and take down yesterday's name of the day bear and find today's name of the day bear. Student shows class the day and places it in the pocket chart. Next, this same student must find the matching dog bones, with the names of the days written on them, to place in the dog dishes. The "today, yesterday and tomorrow" song is sung while the student points to each word. Class reads and fills in when the music pauses for each day. This student will finish up with the calendar patterned cards for the month of May. This student will predict what will be on today's date. The core pattern will be identified by this student. This student sits back down once finished.
- Another student is picked to tell the weather for the day. This student finds and reads the weather card that is his/her prediction. The "weather" song is sung by the class spelling the weather word. The card is placed in the pocket chart and the student must find the same weather word on a smaller card to place on the weather graph. This student shares a math statement about what they notice on the weather graph. This student picks two more peers to share a math statement. The student sits back down on the carpet.
- "Nanny's pocketbook": A student is picked to gather the coins up from the pocket chart and show the class the coins used for today's date. The student must name each coin and tell its worth and then add coins together to check answer.
- "Oddity Ant": A student is picked to count the ants on the ant hill and determine how many ants are needed to match today's date. Next, this student tells if the numeral is odd or even. He/she writes the numeral and the word "odd" or "even". This student asks the class to "get ready, set, go!" The class rote counts to today's numeral. The class uses arm motions (arms up for odd, arms down across chest for even) while counting to check their answers.
- "It's time to tell time": Using a small analog clock, another student shows the time to the hour matching today's date. This child must give us an action word clue for us to decide if it is in the morning or night. This student is given a ruler to use to find an object that is the same number of inches as the today's date.
- "Dominoes": This student draws the dots on the giant domino to show two sets that added together equal the date.

- A “shape of the day” card is picked by another student. The student may tell the class the name or give clues for the class to guess the shape. This student tells the class where they have seen this shape in their everyday world.
- In finishing up the math wall/calendar activities, a student comes to the front and counts straws. This number is the answer to "how many days have we been in school?" Plus, "how many days until summer?" is written changing the ones and/or tens place numeral.
- Closure: The math wall lesson will conclude with 2/3 movement songs on a CD, to review basic math or language arts skills taught. Students will transition back down to the carpet and face the writing easel to begin the morning message. Students will show their family tree and tell who lives in their house using the colored dots.

#### 14. Classroom Organization and Learning Environment

The student's assistant will support the student during the math wall/circle time on the carpet. The student uses a language board to assist her in answering questions about the day. Two students are chosen to sit on each side of the special needs student to assist and hold manipulatives. Most of the manipulatives from the math wall have been duplicated and re-sized to be used by the special needs student. All these materials are kept with the assistant. The special needs student has an assigned seat that she is able to identify and sit at during math wall.

#### 15. How and where will your students work?

The entire class will be seated at the circle rug.

#### 16. Materials and Resources (Check all that apply.)

Music CD's  
Manipulatives

#### 17. Lesson Evaluation/Teacher Reflection

To be completed following the lesson.