

Rider University Lesson Plan Rubric Template

Preliminary Information	
Candidate Name: Juliana Alusik	Date: April 25, 2019
Subject: Counting and Cardinality <i>Select ELA, Math, SS, Sci, Art, PE/Movement, Health</i>	Lesson Title: <u>7 Ate 9</u> by Tara Lazar Connecting to Counting and Sequencing Numbers One through Twenty
Grade: Kindergarten Number of Students: ____ 8 ____ male ____ 12 ____ female ____ Students with IEP/504 ____ ELL	
Structure or Grouping included in this lesson (select all that apply): <div style="display: flex; justify-content: space-around;"> Whole group <i>Small group</i> <i>One-to-one</i> Other (explain): Independent </div>	

Lesson Component	Highly Effective	Effective	Developing	Ineffective
Development, Learning, and Motivation Through Content Knowledge				
1) Central Focus/ Big Idea. Provide rationale that shows content knowledge. ACEI 1.0 CAEP 1.1 NJPST 4, 7 InTASC 4, 7	The rationale explains the relationship between the central focus of the lesson and the big idea(s) in the broader content/discipline.	The rationale identifies the central focus of the lesson and identifies the big idea(s) in the broader content/discipline.	The rationale identifies either the central focus of the lesson or the big idea(s) in the broader content/discipline, but not both.	The rationale identifies neither the central focus of the lesson nor the big idea(s) in the broader content/discipline.
Place this portion of your plan in the box that follows: In Kindergarten, a large focus in the mathematics standards is on counting and cardinality. For early math learners, it is important for students to develop an understanding for the numerical system used, including identifying numbers by their numerical form, written form, and in quantity. In order to develop the foundation of mathematical learning, this lesson focuses on the numbers one through twenty to be sequenced and then have students match numbers to their equivalent quantity. This lesson is most fitting as a review to the unit and provides opportunities for students to apply their learning in the sequence for more practice, and also				

involve them in connecting counting to the real world by counting and gathering specific numbers of objects within the classroom setting. By having students engage in the number system, they are more capable of understanding how the numbers relate to one another and what they represent as a quantity.				
2) References/Supporting Research Cite resources used to research and support the instructional planning. ACEI 1.0 CAEP 1.2 NJPST 9 InTASC 9	The plan provides accurate and complete list of references for all cited work.	The plan provides a complete list of references for all cited work. Citations have some inaccuracies.	The plan provides inaccurate and incomplete list of references for cited work.	The plan does not list references.
Place this portion of your plan in the box that follows				
3) Curriculum/Content Standards NJ Student Learning Standards (NJSLS) align with central focus and learning objective(s). ACEI 2.1-2.7 CAEP 1.1, 1.4 NJPST4 InTASC 4	The full NJSLS is/are listed and aligned with the central focus and learning targets/ objectives.	The NJSLS is/are partially listed and aligned with the central focus and learning targets/ objectives.	The NJSLS is/are not accurately presented or is/are misaligned with the central focus and learning target/objective(s).	The NJSLS are either not accurately presented or missing.
Place this portion of your plan in the box that follows: NJ.Math.K.CC.A. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). NJ.Math.KCC.B. 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. NJ.ELA. RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).				
4) Learning Target(s)/Objectives: List appropriate, observable, and measurable	The objective(s) include a clear description of what learners will be able to do at the end of the lesson. Objective(s)	The objective(s) are generally appropriate, but not necessarily observable.	The objective(s) are listed but unrelated to standards or inappropriate.	The objective(s) are missing from the lesson plan.

CAEP 1.1 NJPST 5 InTASC 5		both. The list may be incomplete.		
Place this portion of your plan in the box that follows: <ul style="list-style-type: none"> • Number Line • 7 Ate 9 Book by Tara Lazar • Math Graphic Organizers • Glue Sticks • Scissors • Pencils • Post It's 				
7) Technology Describe how technology was considered for promoting learner engagement. ACEI 3.1-3.5 CAEP 1.5 NJPST 8 InTASC 8	The plan fully explains how technology will be accessed and utilized to facilitate digital learning, as well as how technology will subsequently be used to track student performance data.	The plan either explains how technology will be accessed and utilized to facilitate digital learning or how technology will be used to track student performance data, leaving out one of the two items.	The plan lists the use of technology but it may not be used appropriately to enhance or track student learning.	The plan does not consider the use of technology.
Place this portion of your plan in the box that follows:				
8) Prior Knowledge Identify the knowledge, skills, and/or academic language necessary to prepare learners for this lesson. ACEI 3.1-3.5 CAEP 1.1 NJPST 7 InTASC 7	The plan explicitly identifies necessary knowledge, skills, and/or academic language (addressed throughout the lesson) to prepare learners for this lesson.	The plan explicitly identifies necessary knowledge, skills, and/or academic language to prepare learners for this lesson.	The plan does not explicitly identify prior knowledge but it is incorporated through it.	The plan does not identify necessary knowledge, skills, and/or academic language necessary to prepare learners for this lesson.
Place this portion of your plan in the box that follows: <p>As this lesson is expected to be used as a review in the counting and cardinality unit, the students are expected to be able to identify numbers one through twenty and sequence them, even if by aid of a number line. The students are also expected to be able to successfully count through one-to-one correspondence. With these skills already introduced prior to the lesson, students are expected to be able to apply their knowledge of sequencing and counting through one-to-one correspondence for numbers one through twenty.</p>				
9) Student Development,	The plan indicates relevance of content	The plan indicates content concepts through	The plan may indicate content concepts, but	The plan is loosely related to content

engagement, and content description Indicate relevance of content concepts through pedagogy appropriate for content as well as student development and engagement ACEI 1.0, 3.4 CAEP 1.1 NJPST 5 InTASC 5	concepts through pedagogy appropriate for content as well as student development and engagement.	pedagogy appropriate for content as well as student development and engagement.	the pedagogy is inappropriate for the content and/or student development.	concepts, and the plan for pedagogy is missing and/or inappropriate for the content and/or student development.
---	--	---	---	---

Place this portion of your plan in the box that follows:

This should be incorporated throughout your procedure for this plan

10) Classroom Learning Environment and Differentiation Creates a classroom environment that promotes learning for diverse learners. ACEI 3.2, 3.4 CAEP 1.1, 1.4 NJPST 3, 6 InTASC 3, 6	The plan details and justifies differentiation of instruction and/or assessment variation(s) to support a range of learners. The plan promotes diversity through cross-disciplinary methods and collaboration.	The plan details differentiation of instruction and/or assessment variations to support a range of learners. No rationale for variation(s) or differentiation is provided. The plan promotes diversity through either cross-disciplinary methods or collaboration.	The plan provides insufficient and/or inappropriate variation(s) and differentiation to support a range of learners. No collaboration or cross-disciplinary methods are incorporated in the plan.	The plan does not make provisions for instructional differentiation or assessment variations to support a range of learners.
--	--	--	---	--

Place this portion of your plan in the box that follows:

Throughout the lesson, the introduction and middle portion of the lesson are geared as review and a read aloud for all students to participate. During the read aloud, students will be able to raise their hands to answer, however, opportunities to turn and talk to a partner are integrated into the lesson. These partner conversations are met to engage and include all students, regardless of desire and ability to speak during whole group discussions.

Secondly, during the activity of the lesson, all students will sequence their numbers as part of the review. During this portion, students still having difficulty are able to discuss with the teacher and peers for assistance. Further, noting the classroom number line is also a visual aid for students to be supported by. In addition, the choice of how many numbers to find a quantity for in the classroom will differ. Students in need of more support can work with the teacher or in partners to identify and locate objects for one number. Similarly, students of higher math abilities may be asked to find more objects to represent and can be expected to find higher quantities, such as in the numbers fifteen through twenty.

Planning and Instruction

11) Lesson Beginning How will the lesson start and engage learners? ACEI 3.1-3.5 CAEP 1.1 NJPST 1, 2, 3, 7, 8 InTASC 1, 2, 3, 7, 8	The plan includes a detailed description of the lesson start and indicates how learners will be engaged through questions, action, and content.	The plan includes a brief description of the lesson start and indicates how learners will be engaged through questions, action, and content.	The plan includes a description of the lesson start and minimally indicates how learners will be engaged.	The plan includes minimal and/or no description of the lesson start and minimal and/or no indication of how learners will be engaged.
--	---	--	---	---

Place this portion of your plan in the box that follows:

1. Teacher asks students to come to the carpet and sit on their bottoms.
2. Teacher will sit near the number line. "This is a number line and the numbers count from one to twenty. As a class, we have been working with these numbers a lot. Soon, we will be reading a book with some of these numbers so let us count from one to twenty as a group. When I point to the number, we all say it together."
3. Teacher points to each number and both the teacher and children say the number together.
4. Introduce book: "Now that we have reminded ourselves of our numbers, I want to share a book with you. This is a story about a number that feels all the other numbers are more important. Because he feels like everyone is more important, he tells a lie about another number. Our main character, Private I, is a policeman and his job is to figure out the lie. Together we are going to figure out why the number lied."
5. Begin Read Aloud and During Reading: Intercept with I'm thinking phrases to help understanding and prompt questions for the plot.
 - A. Private I introduced: Teacher says "I'm thinking that Private I is another way to describe a policeman who solves problems. If 6 is coming to Private I, our problem-solving policeman, I think 6 must have a problem he needs help with. Put a thumbs up or thumbs down if you agree." Teacher reviews student input.
 - B. Problem introduced: Teacher points to number six and says, "It looks like 6 is really upset about a problem. What problem do you think 6 is having? Turn and talk to your partner about why 6 is so upset." Call on 2-3 students for their responses and connect that 6 thinks he might be next to be eaten by 7.
 - C. B questioning: Teacher says, "I'm thinking that Private I is asking other numbers and letters to solve the problem. Thumbs up if you would ask others for help to solve the problem. Thumbs down if you would not ask others." Provide wait time for students to make an opinion. "Turn to your partner and tell them if you would or wouldn't ask others for help and why." Call on 2-3 students to share.
 - D. 7 Left: Teacher thinks, "I see that 11 saw 7 go on vacation on a boat. If 7 is on vacation, do you think he could have eaten 9 who is in the city?" Ask 1-2 students to answer. "Let's see what Private I does after he has learned that 7 went on vacation."
 - E. Him: Teacher asks, "who can tell me what number Private I sees? Raise your hand" Choose a student while showing the pages. "How can 6 be here if he is in Private I's office?" Choose 2 student predictions. "Let's see what Private I is going to do"
 - F. 9 about 7: Teacher asks, "Let's look at 9's face. He is yelling all his words. How do you think 9 feels right now?". Call on 1-3 students.
 - G. Conclude Read Aloud: Teacher asks, "Why do you think 9 was pretending to be 6?" Call on 2-3 students. Guide discussion based on 9 feeling less important and reconnect to number focus.

<p>6. Teacher instructs “Now that we have read about our numbers and how they all are important, we are going to do an activity to put our numbers in order. Go to your seat and take out a pencil, scissors and a glue stick. Then come sit back down at the carpet please.”</p>				
<p>12) Lesson Body Instructional strategies outlined to facilitate student learning</p> <p>ACEI 3.1-3.5 CAEP 1.1 NJPST 1, 2, 7, 8 InTASC 1, 2, 7, 8</p>	<p>The plan includes a detailed outline of how content is addressed (with a specific link to research), how learners are organized and working, questions used, anticipated misconceptions, and differentiated activities for diverse learners.</p>	<p>The plan includes a well developed outline of how content is addressed (with a general link to research), how learners are organized and working, questions used, and differentiated activities for diverse learners.</p>	<p>The plan provides an incomplete outline of how content is addressed (with no or inaccurate link to research), how learners are organized and working, questions used, response to struggling learners, and planned extensions for those finished early.</p>	<p>The plan does not include an outline of how the content is addressed.</p>
<p>Place this portion of your plan in the box that follows:</p> <ol style="list-style-type: none"> 1. Teacher hands out sequencing graphic organizer to each student. 2. Teacher: “Please write your name on your paper. Then, look at me so I know you’re ready for the next directions.” 3. Teacher makes sure all names are on the paper. Teacher continues, “when I say start, you will cut out the square box each number is in,” teacher traces finger around the box of a number, “then you will glue your numbers in order on the paper. Each number goes in each box. Look at your numbers to see what number you can start with and how many numbers there are. If you have any questions, ask a friend or raise your hand. When you are done with your sequence, there is another paper on the carpet to do. You will pick three numbers on your first paper and find that many objects in the classroom. So first, cut out and glue all your numbers in order and then when you’re done, pick a number to make out of things in the classroom. Now start!” 4. Students will cut out the numbers and glue them in the correct ordered boxes. 5. The teacher will monitor the students and guide those who need additional assistance. At this time, a small group may be formed if several students need help. 6. Teacher will then be observant of students finishing their sequencing and provide more directions. “Pause, eyes on me. When you finish putting your numbers in order, take the paper on the carpet. Pick one of the numbers, any number you want from one through twenty, and find that many of the same object in the classroom. You can work on the table or the floor to count and gather your things. Then, on the paper write what number you chose and what you found to count. You have three numbers to do. Now keep going!” 7. Teacher continues to monitor and support students having difficulty and have questions. 				
<p>13) Lesson End/Closure How will the lesson end to promote student</p>	<p>The plan includes a detailed description of how the lesson will be concluded with</p>	<p>The plan includes a general description of how the lesson will be concluded with either a</p>	<p>The plan includes a brief description of how the lesson will conclude with no</p>	<p>The plan does not include a lesson conclusion.</p>

learning and application? ACEI 3.1-3.5 CAEP 1.1 NJPST 7, 8 InTASC 7, 8	reference to future content and skills as well as to their own learner context.	reference to future content and skills or their own learner context.	reference to future content and/or skill and their own learner context.	
--	---	--	---	--

Place this portion of your plan in the box that follows:

Assessment

Place this portion of your plan in the box that follows:

Exceeds Expectation	Meets Expectation	Below Expectations
Correctly orders 19 or more of the 20 numbers from one to twenty.	Correctly orders 18 out of the 20 numbers from one to twenty.	Correctly orders 17 or less of the 20 numbers from one to twenty.
Identifies three or more numbers to find objects for and correctly matches the number and its quantity.	Identifies two numbers to find objects for and correctly matches the number and its quantity.	Identifies one number to find objects for and may or may not correctly match the number and its quantity.

<p>15) Reflection After the lesson, a reflection provides detailed insight about teaching, student learning, and re-teaching.</p> <p>ACEI 5.1 CAEP 1.1, 1.2 NJPST 9 InTASC 9</p>	<p>The lesson reflection provides detailed insight about effectiveness of teaching related to student learning and options for re-teaching.</p>	<p>The lesson reflection provides general insight about effectiveness of teaching related to student learning and options for re-teaching.</p>	<p>The lesson reflection merely summarizes the lesson plan and lacks insight about effectiveness of teaching related to student learning and options for re-teaching.</p>	<p>The lesson reflection is underdeveloped and fails to make any connection among teaching effectiveness, student learning, and options for re-teaching.</p>
---	---	--	---	--

Place this portion of your plan in the box that follows: