

Categorize kindergarten lesson plan

Grade: kindergarten		Subject: math
Materials: Colored Gold Fish, Graphing sheets, crayons		Technology Needed:
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) K.MD.3 Classify objects into given categories limiting the number in each category to 10 or less. Count the numbers of objects in each category and sort the categories by count.		Differentiation Below Proficiency: Have student either mark their graphing with a dot or place the gold fish on the graph, depending on their abilities. Above Proficiency: Have students write the number of gold fish on the side. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic) Tactile- Students will manipulate the crayons and gold fish with one to one correspondence counting. Visual- Students see you explain the activity. Auditory- Students hear you explain their task.
Objective(s)- By the end of the lesson, students will demonstrate their knowledge of categorizing by coloring in a chart of goldfish. Bloom's Taxonomy Cognitive Level: Application		
Classroom Management- (grouping(s), movement/transitions, etc.) Start class as a whole group on the floor. After the instructions are given, send students back to their tables. When they are done with their activity, have students come back to the rug for the review. For transitions, I will sing "If your happy and you know it". By the time I am done singing, student will be seated or moved on to the next activity.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will sit crisscross-applesauce when they are on the rug. They will have their mouths full of marshmallows so that they can't speak unless spoken to. Students will use their walking feet to go to their tables.
Minutes	Procedures	
5	Set-up/Prep: Pour color gold fish half way into clear plastic cups. Print off sheets so that each student has one. Give each student a blank piece of paper with it.	
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Have students sit around you. Show them your gold fish in the cup. Ask students how many blue, green, red, etc. gold fish they think is in the cup. That is called a prediction. When you predict something, you are thinking about what will happen.	
10	Explain: (concepts, procedures, vocabulary, etc.) <ul style="list-style-type: none"> • Tell them that today they will be graphing their gold fish into different categories. Why do we graph things? What can graphs help us with? • Show students the two sheets of paper. • Introduce the graph paper. Tell them that they be reading colors today. Show them the word green that is in the color green. Ask students what the color is. When they answer "green", ask them "How did you know that? What clues did you use?" That is the word green. Repeat with the colors until they understand that. • Show students that they must pour the gold fish onto the blank one. Carefully! Why would we want to pour it carefully? (We don't want to make a mess. We could spill it on the floor.) • After you pour out the gold fish tell them that you will sort them out into different colors on the blank paper. • Once everything is sorted out, line up the gold fish into a base 10 system. Point that out. • Have the students help you count the green gold fish. • Now I will graph it. Show them on the graph which direction they will have to chart. • Use the green crayon and point that out. Show them to recount and put little dots marking each gold fish. Outline the squares that have dots on them and color them in. • Repeat this process with another color. This time ask them: "What color should I use to graph the red gold fish" (answer: red). "How do we know how many to fill in?" • When you are done, pick up each gold fish and put it back into the container. • Once you have practiced and you know that your students are ready, move on to the explore section. 	
10	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life	

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	<p>experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Tell students that today they will graph just like you did. • First, they will carefully pour out the goldfish onto the blank paper. • Next, they will sort the gold fish into different color groups on the blank paper. • Then, they will count the number of gold fish in one group. • They will count the graph blocks and draw a dot for each gold fish. • Then they will outline the dotted blocks and color it in. • Tell students that when they are all done and the whole sheet is filled out, they can eat their goldfish. • Hand out the goldfish and graphs to each table. • Give students time to do the activity. Walk around the room. Help students who fall behind. Ask students questions. "Why are you coloring in those blocks?" "How do you know that is the right color?" "Can you tell me how many you counted?" Is that more then or less then the purple gold fish? • When students are finished filling out their sheet, have them pick up their crayons. • Allow students to eat their goldfish.
<p style="text-align: center;">7</p>	<p>Review (wrap up and transition to next activity): Have students carry their graphing paper with them back to the carpet. Ask students what colors they had the least of by show of hands or by having them stand up. Ask: "Is there a pattern? Why might it be important to categorize goldfish? How did you know which category to put the goldfish in? What does it show if we all stand up because we have the most green goldfish? What does it show if we all stand up and we have the least purple?" Is there more purple or more green? How do you know that there are less purple? "What else could you graph besides goldfish?" (You could graph cereal, candy, toy cars, books by color, etc.)</p>
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. Ask questions. Look at students' graphs as they work Listen for discussion among students</p> <p>Consideration for Back-up Plan: If students do not follow the directions and eat the goldfish, give students buttons instead. When the student is finished with the graphing, give the student the goldfish to eat.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: By filling out the graph, students demonstrate their ability to categorize and count.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>

