

# Lesson Plan

## Addition up to 10 - Addition Word Problems to 10 - With Pictures

Kindergarten (K) - Math

### LEARNING TARGET

### LEARNING PROGRESSION

### PREREQUISITE SKILL

No Prerequisite Skills

### EXTENSION SKILL

No Extension Skills

### DURATION

50 minutes

### MATERIALS

### VOCABULARY

### INTRODUCTION

### INSTRUCTION

### GUIDED PRACTICE

Start the lesson by introducing the new concept to be learned and explaining how to complete the problem, demonstrating how to do it step-by-step. The students will work on a problem together, with the teacher circulating to provide learning support as needed. Once students have finished, the teacher will review the solutions and explain any misconceptions.

### INDEPENDENT PRACTICE

Students are expected to work independently on most tasks. However, there are some activities where pair or group work may be more appropriate. These should be used sparingly and with a clear purpose.

### HOMEWORK

Homework is not practiced in all schools. In this curriculum, homework is used for additional practice from daily lessons. Assignment of homework should be done on a case-by-case basis and working in conjunction with the student's home support team.

## **EXIT TICKET**

After the practice and misconception review, instruct the students to complete the Exit Ticket. This is a formative assessment to inform teaching for future lessons.

## **SUMMATIVE**

Summative assessment evaluates student learning at the end of a large lesson or unit. Summative assessments are the end progress monitoring point in data collection.

## **CLOSING**

Closing the lesson is an important part of the instructional process. It allows students to summarize what they have learned and gives them a chance to ask any final questions. The closure should also provide a smooth transition to the next lesson.

## **TEACHING TIPS**

## **MISCONCEPTIONS**

## **EXTENSION**

## **INTERVENTION**

[IEP Goals for first grade](#)

## **COMMON CORE STANDARD**

K.OA.A.1 Part 1 - Represent addition with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

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