Direct Instruction Lesson Plan

**Subject Area**: Math (incorporating writing)

**Specific Content**: Writing a short story using numbers 1-20

**Grade Level**: Kindergarten

**Length of Lesson**: 20 minutes

**State Standards**: PDESAS Standards:

Standard - CC.2.1.PREK.A.1

**Know number names and the count sequence.**

**Standard - ELP.2.W.PK-K.5**

**Proficiency Level: Bridging  
Write stories and/or experiences through a combination of words, phrases and short sentences working with a partner.**

**Materials and preparation**:

Teacher Materials: Example of short story, whiteboard, dry erase markers, eraser, 25 grid

Student Materials: Pencil, paper/notebook, 25 grid

*Consideration of Materials*:

Where are your materials to be kept until their used for this lesson?

The teacher will keep her copy of the example on her desk and have students keep their pencil and notebook aside in their cubby until needed.

When will your materials be passed out?

There will not be any direct materials passed out. The students will be directed when to get their needed materials.

How will materials be passed out?

See the above question.

**Prerequisite Knowledge, Skills, Behaviors Needed**:

*Skills:* The student is able to count 1-20. This should be done through oral counting, and writing numbers.

*Concepts:* The student is able to identify, and write numbers 1 through 20.

*Behaviors:* The student should know to actively work in a small group. They should know how to appropriately ask questions, and stay on task with the work. The student additionally should know that the work being done is individual, and they must complete it on their own.

**Student and Teacher Activities:**

**Instructional Objective(s):**

Students will be able to count 1-20, demonstrated through multiple activities.

Students will be able to write 1-20, demonstrated through short story writing.

**Rationale/Purpose Statement:** Why is the content of the lesson relevant for your students?

The purpose of this lesson is to strengthen student’s ability to count to 20, through writing a short story involving numbers 1-20, using at least 5 different numbers, with little to no extra help from the teacher.

**Initiative**: (Focus Activity/Anticipatory Set)

Students will begin the lesson by reviewing numbers 1-20, by counting orally as a class.

**Attending Cue**: “Now that we are proficient in counting and writing numbers 1-20, what else could we do with numbers? What could we create with them?”

**Instruct:** (The gradual release of responsibility)

**Presenting Content and Modeling** (I do, you watch) Describe and Demonstrate

The teacher will ask the students to come over to the small group work area with their paper, pencil, and their 25 grid. They will be instructed to keep the materials to the side. The teacher will begin by asking the students what they could create with using numbers 1-20. The teacher will guide the conversation to talking about writing a short story with numbers. Students will be instructed to ask questions as they need, because this will ultimately become an individualized assignment that the teacher wants each student to first try to accomplish on their own.

**Modeled Practice** (we do) Group Monitored Practice, Receiving and Providing Feedback, Elicit Student Participation, Assess student understanding

The teacher will present the assignment first with directions. Following the presentation of clear directions, the teacher will present a model story. The students will first read it individually, and then as a small group talked about anything they noticed about the story, question about the story, or question about the assignment.

**Guided Practice** (you do it, I help) Individually Monitored Practice, Receiving and Providing Feedback, Checking for understanding

The teacher will instruct students to begin working on their short stories that incorporating the numbers 1-20 in whatever creative way they come up with. Students will retrieve their materials and begin to work individually. Students will be instructed to write their first sentence, and show it to the teacher before continuing on. This will allow the teacher to be sure students are correctly doing the assignment. If the teacher finds they are not getting it after the first sentence written, the teacher will do more examples with the group on the white board.

**Independent Practice** (You do it, I watch) Students employ the skill, strategy, or information

Once the teacher feels students have a good grasp on the concept, they will be instructed to continue on their own. The teacher will determine that students have a good grasp of the assignment based on them showing the teacher their first sentence they have created completely on their own. Students will be reminded to include at least 5 different numbers in their short story, and once they are done, to draw a picture to go along with each page. Students will then present these short stories to the class at some point, and also turn in their short stories to the teacher.

**Closure: Inspect and Reflect**

Summarizing/reviewing/integrating with previously learned content/anticipatory set for next lesson?

Clip cards (described below), will used as the primary closure, but additionally turning in stories will also be part of the closure.

How will you provide practice for this objective?

Students will get to play an online game through ABCYA.com called birthday candle counting, and reinforce knowing numbers 1-20.

Additionally, students will also get to use clip cards where they must identify the correct number on each card and then make a number sentence, which again works on the writing aspect of the lesson.

How did you address student learning styles during this lesson?

*Visual:* For visual learners, being able to see an example of the short story, and the clip cards activity is targeted at their style of learning.

*Auditory:* For auditory learners, being able to hear the example story aloud and also play the birthday candle game where it is telling you numbers aloud, will benefit their style of learning.

*Kinesthetic*: For kinesthetic learners, being able to use the clip cards, will benefit their style of learning.

*Tactile:* For tactile learners, they are targeted more through the other lessons, and not as much on this particular lesson day.

**Assessment Criteria**

*What tangible evidence will demonstrate your students’ learning today?*

Collecting the closure will be able to give the teacher a good idea of where the student was at in the learning for that day, with the particular concept. In this lesson, it would be with story development as it pertained to involving numbers in their writing.

Additional observations of how students are doing in the rotating centers will be taken, and how they do in the small group. The teacher will be able to directly write down observations in this station.

*How did you monitor students’ progress?*

Specifically, at the station for the writing of the short story. The other stations reinforce the number counting, and number sentence writing, but more so at the station where the teacher is directly with the students seeing how they are actually doing.

*What will be considered quality work?*

Complete work. Students will already know what the work needs to look like to be considered quality, and complete. The student must have attempted the work to their best ability. The work should include all 5 sentences, involving a different number in each, accompanied by a picture to represent their writing.

\**What instructional modifications did you have to make?*

Pace of how quick/slow the small groups work.

Consideration for the groups.

Any additional modifications needed as necessary.