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Lesson Title: Literacy, Mathematics and playacting
# of Sessions: 7
Level/Grade/Age: k-2

BIG IDEA
(Describe how the big idea is important to this age group in relation to student assets and the content area):

When gesturing and action occur, language is taken to a new level of comprehension and understanding. CGI (Cognitively Guided Instruction) mathematical word problems provide context for a child to problem solve, instead of abstract symbols. The interactive play acting allows that child to develop leadership, teamwork and presentation skills. Along with oral performing, the child develops a deeper understanding of mathematical logic and reasoning.

OBJECTIVES AND NATIONAL STANDARDS: http://www.nationalartsstandards.org/

<table>
<thead>
<tr>
<th>Art</th>
<th>Other Subjects</th>
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</thead>
<tbody>
<tr>
<td>Creating</td>
<td>Mathematics:</td>
</tr>
<tr>
<td>By using simple word problem and creating context, characterization, they allow themselves to add more dimension to the problem solving,</td>
<td>CCSS Math practices- using multiple representations to solve a problem.</td>
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<tr>
<td></td>
<td>Literacy</td>
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<td>Comprehension and Collaboration:</td>
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<td>CCSS.ELA-LITERACY.SL.K.1</td>
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<tr>
<td>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</td>
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communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing)

Responding

Connecting
The act of working together as a group of three (depending on action agents in word problem).

The arts provide means for individuals to collaborate and connect with others in an enjoyable inclusive environment as they create, prepare, and share artwork that bring communities together.

<table>
<thead>
<tr>
<th>UWM Lesson Plan Template</th>
<th>(adapted from PSOA Art Education Area)</th>
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</table>

**ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:**

<table>
<thead>
<tr>
<th>Academic language to be used:</th>
<th>Self-directed</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://edglossary.org/academic-language/">http://edglossary.org/academic-language/</a></td>
<td>Reasoning</td>
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<tr>
<td></td>
<td>Concrete thinking</td>
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<td>Multiple representations.</td>
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| Where academic language will be practiced (i.e. through writing, speaking, art making): | During setup, modeling, and critiquing work |

**LANGUAGE FUNCTION USED THROUGHOUT LESSON:**

<table>
<thead>
<tr>
<th>Type of language function:</th>
<th><a href="http://www.eldstrategies.com/languagefunctions.html">http://www.eldstrategies.com/languagefunctions.html</a></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Sequencing</td>
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<td></td>
<td>• Predicting</td>
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<td></td>
<td>• Greeting people/introduction</td>
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<td></td>
<td>• Cause and effect</td>
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<tr>
<td></td>
<td>• Summarizing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emphasis of language function (describe the main purpose of using this language function for your lesson):</th>
<th>I would use these word to anchor the true purpose of the math plays.</th>
</tr>
</thead>
</table>

| Where language function will be practiced (i.e., through writing, speaking, art making): | Language will be used in every aspect of the session, in modeling and critiquing, presenting, reflecting, and reading of the scripts. |

**UNIT or LESSON OVERVIEW:**

Through seven sessions, children will each be given a mathematical scenario with assigned character parts. Using the book “15 Irresistible Mini-Plays for Teaching Math” The goal is to create a logical scenario, a well performed/articulated problem, and the solution.

**UNIT or LESSON DETAIL (provide for each lesson session):**

<table>
<thead>
<tr>
<th>Motivation/introduction:</th>
<th>Start reading “Baby Robins” to engage interest</th>
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</table>

**Art Making:**

<table>
<thead>
<tr>
<th>Supplies:</th>
<th>Manipulatives/15 Irresistible Mini-Plays for Teaching Math</th>
</tr>
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<tbody>
<tr>
<td>Baby bird finger puppets</td>
<td></td>
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<tr>
<td>tape</td>
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</tbody>
</table>

Teacher instruction:
Act out following scenarios to introduce
Have students create baby birds and follow along with Baby Robin “scene” reenacting with their puppets
Objective:
Establish the connection of speaking, movement and mathematics

Students at work:
Creating, cutting, and applying finger puppets

Closure:
Sing in Unison – the song with successful reenacting

**Session 2**
 Teacher instruction:
Read the “Chicken Pox Party” skip counting chant
Skip Counting,
Students will creating dot to dot for each other to complete
Children will create hair, eyes and sets of feet for “Skip”

Objective:
Students will understand that the hair is in groups of ten, eyes are groups of two, and feet are in groups of five

Students at work:
Cutting, gluing, coloring and attaching monster

Closure:
We will successfully counting by 10s, 5s and 2s
Session 3
Teacher instruction:
Order of Events (ordinal words, first, second, last)

Objective:
Students understand how to sequence events in a story, but also learn ordinal words in math.

Students at work:
Student will practice their parts with the script, afterwards
Students will cut and paste the correct order of the events of the story.

Closure:
Have students share their events, using the correct ordinal words.

Supplies:
Copies of story sequences
Copies of script

Session 4
Teacher instruction: Addition Ants
Introduce Ants chant, have them repeat.
Have them cut out ants (or make from found art supplies)
Dice

Objective:
1 to 1 correspondence, joining objects within context

Students at work:
Creating ants with pipe cleaners, puff balls or reproduced paper

Closure:
Ask students what they noticed (they joined / added objects)

Supplies: Manipulatives/
Pipe cleaners
Puff balls
Reproducible ants
Dice
Session 5
Teacher instruction:
Almost Carrot Stew - Subtraction
We’re all going to bunny rabbits eating carrots!
Read bunny poem, have them choral read
Have them create bunny ears, then have them take turns being the bunny
that eats the pretend carrots

Objective:
Students will learn the concept of separating or taking away. Students will
also be able to practice playacting a rabbits.

Students at work:
Cutting and making ears for their head
Learning anf performing the various tasks of eating a certain amount of
carrots.

Closure:
Ask what they noticed (patterns, more efficient ways to subtract)

Supplies:
Ear and headbands
Scripts
Construction paper carrots - 20

Session 6
Teacher instruction:
Introduce the story of three pigs - review what they know about the story.
Tell students we are looking for patterns
Assign parts and read them several times.
After about three-time s read chorally, have students make woear nose

Objective:
Have students recognize the patterns of the wolves actions, and the patterns
in language structure.

Students at work:
Creating the work noses, sheeps,cow and famer

Closure:
Have student successfully perform play, then be able to describe the patterns
in the story.

Session 7 Money
Teacher instruction: Have student bring in things they like to do, or things that
they do during the day (toothbrush, book, ball). Pace on clock and have them at what they do at 7:30 brush teeth,

Have a giant clock
Objects (food, ball pencil)

Objective:
Students will have concrete ways to understand time on an analog.

Students at work:
Student will color pictures of what they do during the day to supplement

Closure:
The students will act out their day according to what they placed on the clock.

UWM Lesson Plan Template
(adapted from PSOA Art Education Area)

<table>
<thead>
<tr>
<th>ADAPTATIONS:</th>
<th>Can help child read, or read aloud for them while they act it out.</th>
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</thead>
<tbody>
<tr>
<td>RELEVANT THEORIES:</td>
<td>GARDNERS THEORY OF MULTIPLE INTELLIGENCES</td>
</tr>
<tr>
<td>ASSESSMENTS:</td>
<td>Initial (formal/informal): Was the problem solved successfully without scaffolding.</td>
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<td></td>
<td>Progressive/Formative (formal/informal): Upon exit, seeing if task was 8-9% performed correctly</td>
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<td></td>
<td>Final/Summative (formal/informal): Pre and post CGI assessment</td>
</tr>
</tbody>
</table>

EVIDENCE
- If you have implemented this lesson, please include reflections on how it went and/or samples of student work (artifacts).

TEACHER REFLECTIONS ON IMPLEMENTATION
Include student reactions, what worked/what didn’t work, how you would revise the lesson, etc.

The younger students were not able to read their scripts like I thought, I had to do a lot of narration and modeling (LOTS of directing) to show how to play act and solve math. They love the chants and the art that followed, it definitely makes it more concrete.

Next time will I have to split one session into two days, we didn’t have enough time and the cutting is very difficult for kindergartners, The students looked forward to me and I don’t think they realized that math was involved- we were just “pretending.”

Love the materials
Five Baby Robins
(Read in unison.)

Early one morning up in a tree,
A nest of baby robins slept as quiet as can be.
Shhhhh!

No baby robins chirped or peeped.
That means zero. They were all asleep.

One baby robin sat up in the nest.
He chirped out loud and woke up the rest!