

Re-Engagement Lesson

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ED 360 01

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Re-Engagement Lesson

2

TABLE OF CONTENTS

Re-Engagement Lesson Plan	3
Appendices	8
Examples of Student Work from Re-Engagement Lesson	10
Reflections	13

RE-ENGAGEMENT LESSON PLAN

Teacher Candidate's Name: Ms. Chenoweth

Date: November 26, 2024

Unit Title: Re-engagement lesson

Context:

- **Grade Level/Subject:** Kindergarten Mathematics
- **IDEA Disability Categories represented:** N/A
- **Type of classroom (continuum of placements):** General Education Classroom
- **Specific Classroom Requirements (e.g., Curriculum, Program, Technology:**
Howell School District Kindergarten Curriculum Envision Mathematics.

Learning Segment Components:

- **Essential Questions:** How do numbers help us say how many things there are? How can we count and write the numbers we see? How do numbers help us show the amount of things?
- **NJ Learning Standards:**
 - **K.C.C.A.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
 - **K.C.C.B.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as ten things in a scattered configuration; given a number from 1–20, count out that many objects.
- **Summative Assessment:** The summative assessments are at the end of each chapter. Envision Math usually has 5-7 lessons in each chapter focusing on different skills and part of the New Jersey Learning Standard. Each summative assessment is given at the end of the chapter by my cooperating teacher.

Lesson Title: Re-engagement lesson on Counting and Writing Number Quantity

<i>Mastery Objective: SWBAT</i>	<i>Corresponding Formative Assessment</i>
<ul style="list-style-type: none"> Students will be able to read and write numbers 1-10. 	<ul style="list-style-type: none"> The three focus students will read the numbers 1-10 on the number line orally while pointing to each number as they read. Students will receive a whiteboard/ paper and write the number the teacher says on numbers 1-10. For example, the teacher says to write the number 3.
<ul style="list-style-type: none"> Students will be able to identify how many objects there are by counting and representing them with a numeral. 	<ul style="list-style-type: none"> The students will be given a number of objects 1-10 such as counters. Students will count how many and write the number of counters on their whiteboard. For example, the teacher gives each student 6 counters they will count, and then write the correct number on the whiteboard.

Contexts considered when building this lesson (e.g., misconceptions, curriculum, etc.): The context considered when building this lesson was my data and analysis of the formative assessments I have collected and reviewed from the formative assessment project. After reviewing students' work samples, I was able to see where the students did not understand or were not able to accurately complete the worksheet. From this, I have designed a re-engagement lesson to help students meet the standard.

Instructional Materials (appendices or hyperlinks):

- Whiteboard
- Expo Markers
- Counters
- Eraser
- Number Line

Academic Language Demands & Supports:

<i>Identified Language Demands</i>	<i>Planned Language Supports</i>
Vocabulary: In this re-engagement lesson, all vocabulary should be familiar. Students will need to know words like number, count, write, how many, objects, and numbers 1-10.	Instructional support for this lesson will be number lines, number cards, and counters.
Syntax: This lesson will include students being able to write numbers correctly, match numerals to quantities, and answer how many questions.	Students will be offered visual aids, such as number lines and counters.

Re-Engagement Lesson

5

Discourse: This lesson will include students counting aloud their numbers and answering questions about how many.	Students will be offered modeling, number lines, and sentence starters if necessary.
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Lesson Plan Procedures:

<i>Duration</i>	<i>Learning Activities or Tasks</i>	<i>Accommodations for struggling students, ELL, etc. – support needed for any student</i>
5 minutes	Anticipatory set The teacher will call the three students to the back table to work and explain that today we are going to practice counting and writing our numbers. The teacher will start by providing a number line, and the students will count the numbers orally from 1 to 10. After counting the teacher will ask a few questions like “Who can point to the number 4?”. Activating prior knowledge is an essential component to get student engagement in the lesson (Van De Walle et al., 2022).	
10 minutes	Guided practice To start, students will be given a whiteboard and dry-erase marker. The teacher will guide the lesson by telling the students to write the number 7 and so on. If the students need extra help, students can reference the number line. The teacher will go through numbers 1-10. Once the teacher goes through all the numbers, the teacher will hand out manipulatives such as counters. The teacher will call a number, and each student will have to count the corresponding counters. For example, “Please count five counters.”	
5-10 minutes	Independent practice: After guided practice, students will now be counting counters and will have to write the corresponding numeral on their whiteboard. Each student will be given a certain number of counters for which they will need to count and write. In this section, students are to try it on their own and	

Re-Engagement Lesson

6

	learn from mistakes. This can also be known as the “letting go” concept, which allows students to make mistakes and continue to problem-solve (Van De Walle et al., 2022).	
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Accommodations for Specific Students

<i>Identified Support for</i> <i>(ELL, advanced student, struggling student, student with IEP or 504).</i> Put one student per box below.	<i>Specific Characteristic(s)</i> <i>(Strength/Need)</i>	<i>Planned Accommodation(s)</i> These are the changes to “how” the student learns the content. The student <u>achieves the learning goal</u> of the lesson.
Struggling Student	Extra help in writing and counting numbers	The struggling students will be provided number lines and visual aids to help during the lesson. The student will also be able to trace numbers they may not be able to write for additional support.

Modifications for Students with Disabilities (based on IEP)

<i>Identified Support for</i> <i>(See list above and include ONLY those with disabilities)</i> Put one student per box below.	<i>Specific Characteristic(s)</i> <i>(Strength/Need)</i>	<i>Planned Modification(s)</i> These are changes to “what” the student learns. The <u>learning goal is changed</u> to meet the learner’s strengths or needs.	<i>Modified Mastery Objective</i>
N/A			

Homework / Assignment for Next Class: For homework, students will continue to do the homework pages that align with the work that is being completed in class for additional practice. For example, Students will complete homework page 5.1 in their takehome math work book to continue extra practice.

References

National Council of Teachers of Mathematics. (2014). *Differentiated learning*.

Retrieved November 29, 2024, from

<https://www.nctm.org/conferences-and-Professional-Development/Tips-for-Teachers/Differentiated-Learning/>

Van de Walle, J. A., Karp, K. S., Bay-Williams, J. M., & Lovin, L. H. (2022).

Elementary and middle school mathematics: Teaching developmentally

(11th ed.). Pearson.

Appendix A

Number formation rhymes

A straight line down and then you're done, that's the way to make number one.



For number two, go right around. Then make a line across the ground.



Down and over and down some more, that's the way to make number four.



Around the tree, around the tree- that's the way to make number three.

Go down and around and then you stop. Finish the five with a line on top.



Stick and a hoop do the tricks. That's the way to make number six.

Across the sky and down from heaven, that's the way to make number seven.



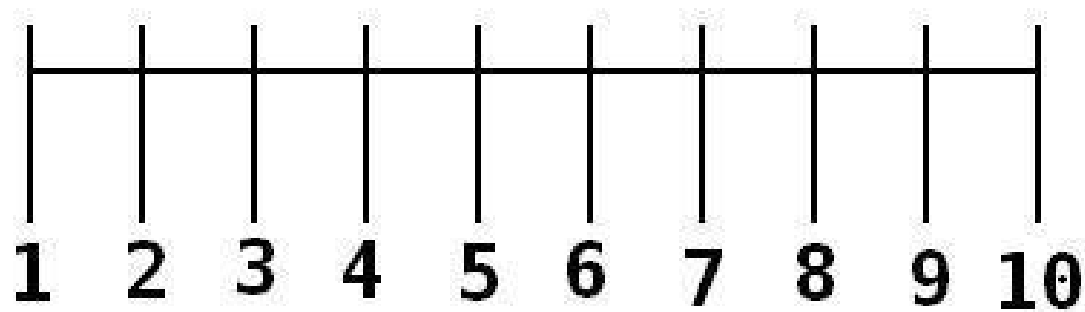
Make a "s" and then don't wait go up again to make number eight.

Make a loop a then a line. That's the way to make a nine.



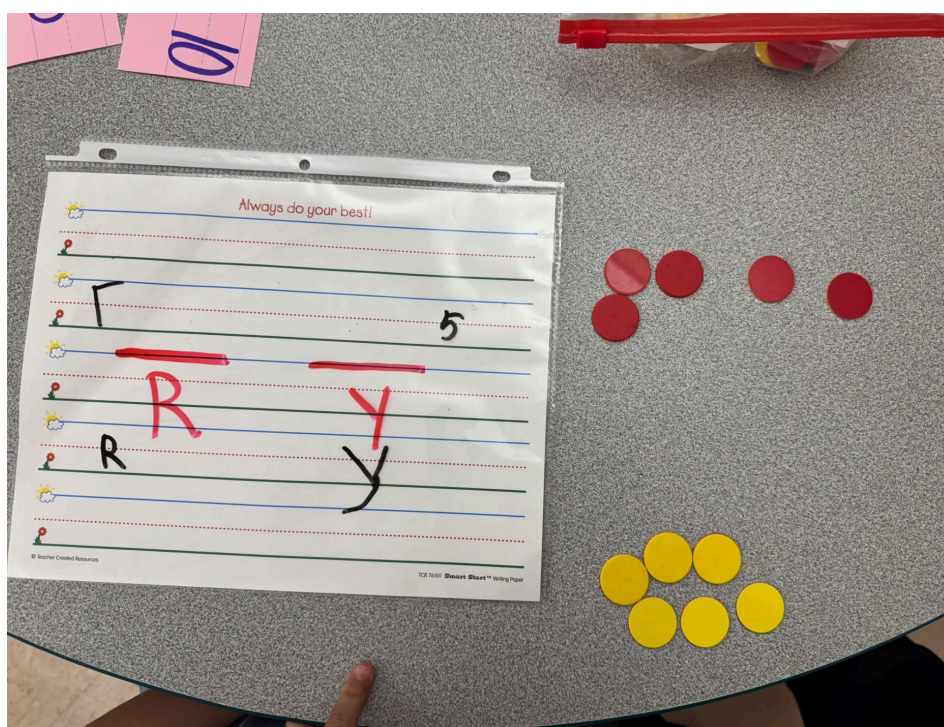
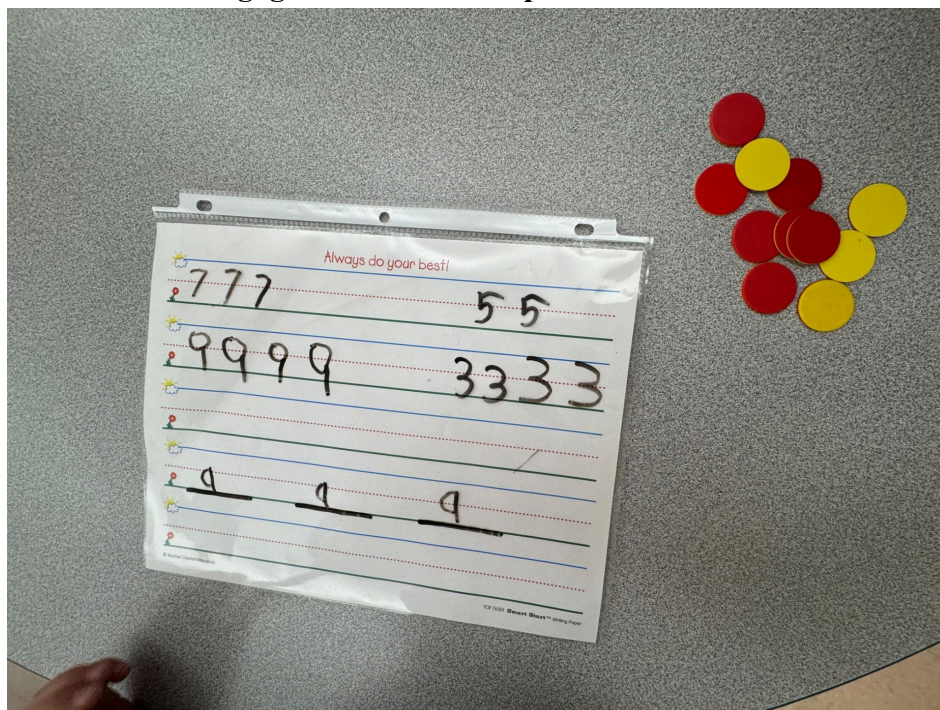
Make a 1 and then a 0. 10 are all your fingers you know!

Appendix B



Examples of Student Work from Re-Engagement Lesson

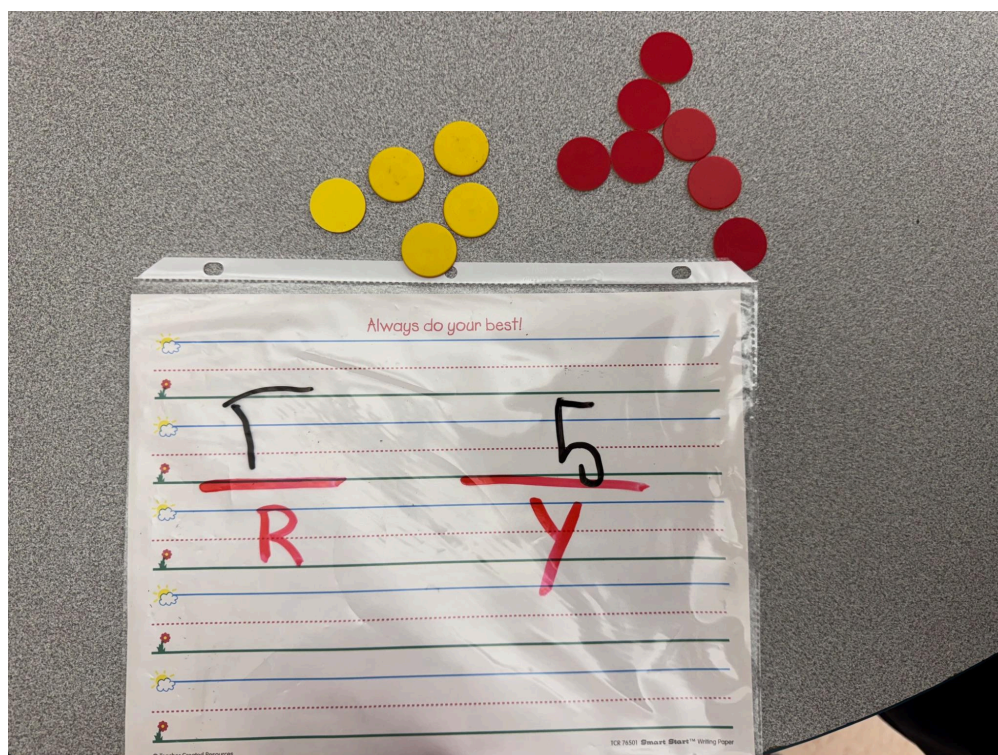
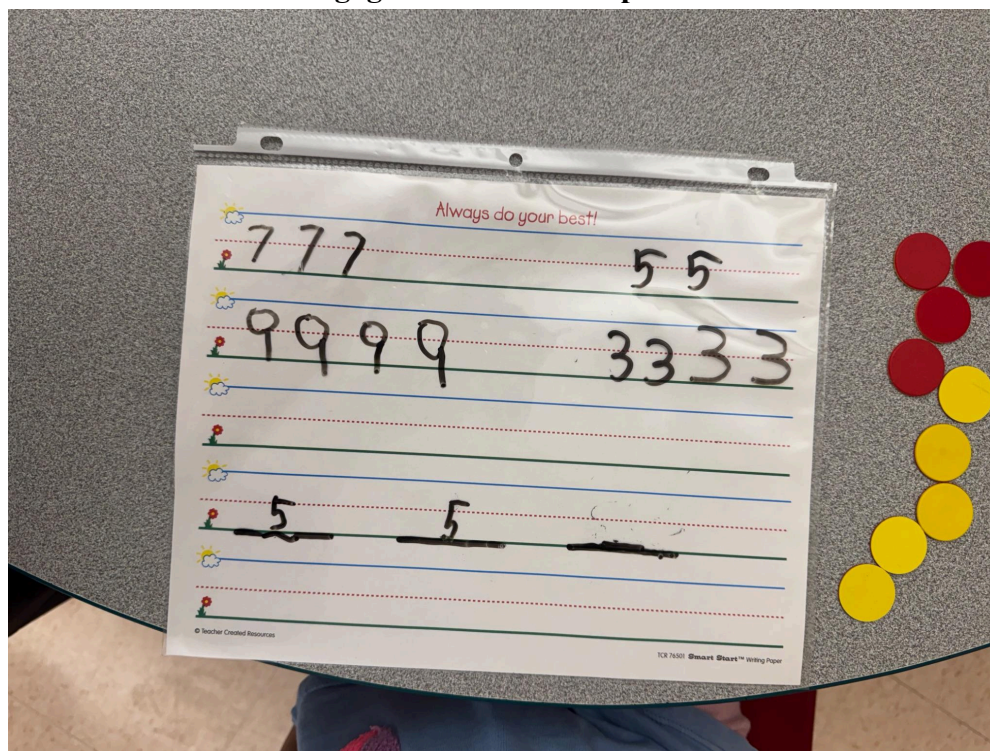
- “Student 1 Re-engagement Work Sample”



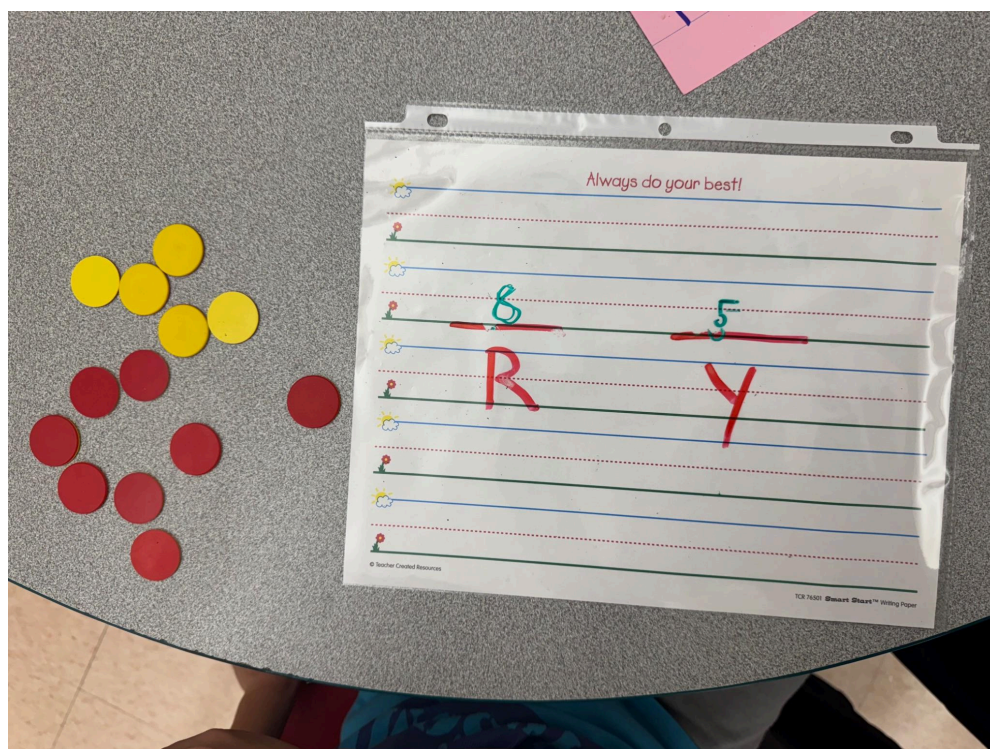
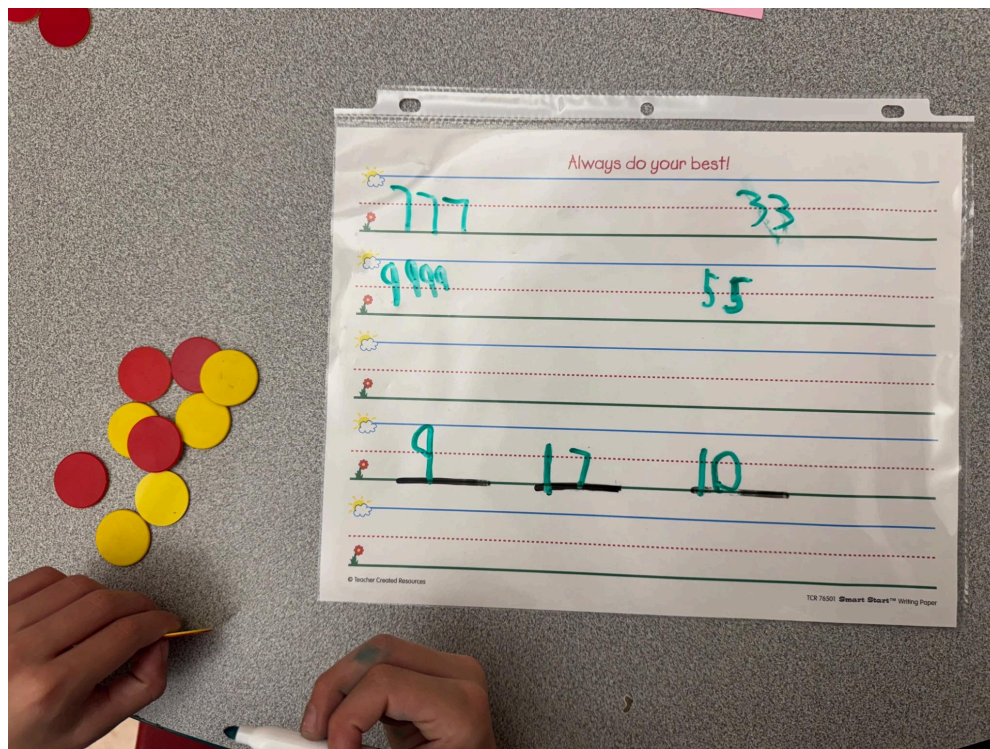
Re-Engagement Lesson

11

- “Student 2 Re-engagement Work Sample”



- “Student 3 Re-engagement Work Sample”



Reflections

- 1. Analyze the effectiveness of the strategies you used during the re-engagement lesson to develop students' mathematical understanding in the identified area of struggle. What have you discovered about each of your focus students? (Refer to specific evidence)**
 - a. For the re-engagement lesson, my teacher and I decided to do the three focus students I chose to analyze in the formative assessment assignment. For the lesson, I pulled a small group from my back table in the classroom. For the lesson, my teacher and I discussed that we could do a lesson using the interactive whiteboards and counters to reteach concepts the children were missing. While teaching and reviewing the student's work, I was able to see that, as a whole, students are starting to write numbers in the appropriate way. For example, a big struggle in our class was writing numbers backward. Throughout the lesson, I did not see any students writing numbers backward. During the lesson, I observed one focus student using the number line on the wall in the classroom. Although students were accurately writing the numbers facing the right way, I observed that students had difficulty writing on the lines provided. Which is a skill my cooperating teacher is heavily teaching and talking about. Throughout the lesson, I always had to reiterate and write the number on the line. In our Foundations, we call it skyline, plane line, and grass line. Students also have trouble applying it to mathematical numbers and only think of letters when writing on the line. In addition to difficulty in writing on the lines, students are also struggling with how to write numbers. I often observed students stopping by lifting up their pens or going over the lines too many times when writing numbers. My teacher supplied me with a numbers sheet that gives number rhymes to help students. When I noticed students were having difficulty, I started to say the rhymes and demonstrate them on my whiteboard. An area of strength I observed in my lesson was using the counters and writing the appropriate number on the counters. At first, I gave each student a set of counters and asked them to count them and write the number. Once I saw that the students had mastered that concept, I had them count the correct number of red and yellow counters. On the whiteboards, I explained the R and line is where students will write the number of red counters and the Y is where you will write the number of yellow. Students I saw really excelled during this section of the lesson, so I kept challenging them with more counters past ten. Strategies I used during this lesson that I believe brought my students to success were visual aids such as the number line and counters. I reviewed numbers 1-10 to start the lesson by each student counting the number line. In addition using the rhymes and modeling desired behaviors led to success of the lesson.

2. **What academic changes would you make, and why would changes improve the learning of your students? (Cite an NCTM article.)**
 - a. After creating and teaching this lesson, the academic changes I would make to improve student learning would have been doing a mini-lesson about writing on the lines and the ways we write numbers. While students demonstrated improvement in writing numbers, challenges with writing numbers on lines and forming numbers were evident. Using the Foundations curriculum (e.g., "skyline, plane line, and grass line") and rhymes for number formation offered students consistent cues. However, students needed repeated reminders, which suggests that further practice is necessary. As I was going through the lesson, I observed that the students were understanding the mathematical concepts and struggling to write numbers. Students were able to count, say, and identify numbers, but we were having trouble forming the numbers that were written. Looking back, I would have modified my lesson and made a section to go over how we write using the rhyming worksheet above. According to the NCTM, Differentiated Learning talks about utilizing groups strategically and how teachers should use groups to introduce new concepts, reinforce previous learning, and address areas needing extra practice (NCTM, 2014). This is exactly why I chose to teach this lesson in a small group setting. Based on the whole class, my teacher and I saw that these focus students needed extra practice with fine motor skills and just learning that one-to-one correspondence.
3. **What STEM (science, tech, engineering, math) concepts, problems, and practices did you plan for the elementary students to engage in your STEM lesson?**
 - a. In this lesson, STEM was incorporated in the following ways: Mathematics was incorporated by number sense, counting, and understanding one-to-one correspondence. Science was incorporated by students asking questions and comparing the colors of counters. Students were observing how many questions there were and counting on numbers. Technology was used with the assistance of the number line and the rhyming of numbers to help students achieve academic success. Further, technology could be implemented in the future by incorporating a video on the smart board to find a fun, engaging song to help improve student learning. Engineering was incorporated in this lesson through the counter students were grouping the counters such as yellow or red counters. Students were using problem-solving skills to see and observe which had more or less. Engineering could be built upon in further lessons by building counters or using design strategies. Overall, I did incorporate STEM practices that encouraged students to use critical thinking and progress their learning in mathematics.
4. **Did you plan for students to design and test a model in this lesson? What model could students develop, and how did they test it?**
 - a. For this lesson, I did not design and test a model in this lesson, but thinking of future lessons, a model I could have students develop is

Re-Engagement Lesson

15

creating a number line. Students individually create a model of the number line to test their knowledge of number order and mathematical designs. Students could create the number line on their whiteboards and test their models by comparing with students and checking with the number line presented in the classroom. As students complete, the teacher will go around the small group and check for accuracy. The teacher will also give verbal prompts and cues to help students succeed.