

Lesson Subject	Lesson Title	Grade Level
Mathematics	What size is it?	Kindergarten
Student Academic Learning Objectives		
Students will be able to differentiate between small and large objects.		
Student Language Development Objectives		
Students will be able to recognize the words grande and pequeño. Students will be able to say/ read the words grande and pequeño.		
CCSS/State Content Standards	English Language Development Standards	
CCSS.MATH.CONTENT.K.MD.A.1 Describe measurable attributes of objects such as size.	<i>1. Exchanging information and ideas</i> Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	
Materials and Preparation		
<ul style="list-style-type: none"> · Whiteboards and markers · Visuals/ objects · Math Workbook 		
Anticipatory Set/Introduction		
Procedures (How will you conduct the lesson? What will you do? What will the students do?)		

To begin the lesson, I will start by mentioning the objectives of the lesson (Students will be able to recognize two different sizes “grande” and “pequeño”). After that, I will introduce them to the word “grande”. Students will then be asked to take out their whiteboard and write the word grande. Once students finish writing the word grande, I will have them repeat the word grande. Next, I will show students some examples of the word grande (wristband and earrings). I will do the same procedure for the word pequeño and while I introduce that word I will practice sounding out the letters in the word. To continue the lesson, I will ask students to draw a line in the middle of the whiteboard and practice with me the words grande and pequeño. I will say “This is the word grande, what is something grande?” “What is something pequeño?”. Then, to challenge students a little more, I will ask students to draw something according to the word I write or say on the whiteboard. For example, if I write or say the word “pequeño” students will have to recognize the word and draw something small. I will do that for both words. For the independent part of the lesson and since small groups are somewhat short, I will ask students to help me complete 2 pages of their math workbook.

Specific Strategies and Adaptations for English Learners

- Repetition of target words
- Visuals/objects
- Enlargement of text/ writing
- Allow students to speak in their native language to answer questions or mention ideas

Specific Strategies and Adaptations for Students with Special Needs

- Repeat instructions as many times as needed
- Small group instruction
- Enlarge print

Specific Strategies and Adaptations for Students from Underperforming Population Subgroups

- Interactive game
- Allow students to offer feedback to the teacher

Assessment of Student Academic Learning and Language Development Objectives

Students will play a game called find the object. To play students will have to pay close attention to everything I say. I will give students 10 seconds to find the correct object size. For example, I will say “Find something that is grande and students will have 10 seconds to grab an object that they feel is big. I will do the same for the word pequeño. This will serve a type of exit ticket.

Closure

Exit ticket: Students will play a game called find the object. To play students will have to pay close attention to everything I say. I will give students 10 seconds to find the correct object size. For example, I will say "Find something that is grande and students will have 10 seconds to grab an object that they feel is big. I will do the same for the word pequeño. This will serve a type of exit ticket.