Lesson Plan: "Title" (Unit)

Instructor: Miss Gomez/ Miss Mary Grade: 1st Subject: Math

Date: November 11th, 2025

FOUNDATIONAL ELEMENTS & VISION SETTING	
CONTENT AREA **STANDARD(S)**	**NUMBER**: **MA.1.NSO.1.1** At a given number, count forward and backward within 120 by ones. Skip count by 2s to 20 and by 5s starting to 100.
ACCESS POINTS (IF APPLICABLE)	**NUMBER**:**MA.K12.MTR.5.1** – Use patterns and structure to help understand and connect mathematical concepts. **MA.K12.MTR.7.1** – Apply mathematical thinking to solve real-world problems.
ENGLISH LANGUAGE DEVELOPMENT (IF APPLICABLE)	**NUMBER**: **Standard 3 – Language of Mathematics** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
PURPOSE	The purpose of this lesson is to review and expand students' understanding of skip counting within 120 using the 120 chart, visual cues, structured oral language practice, and kinesthetic engagement. Students will explore the structure of the base-ten system, recognize repeating number patterns, and strengthen fluency in skip counting by 2s, 5s, and 10s. The lesson intentionally integrates behavioral expectations, language supports, and scaffolded modeling to promote independence and active mathematical reasoning.
LEARNING OBJECTIVES CONTENT AREA *What are the main academic goals?*	**CONTENT OBJECTIVES** By the end of this lesson, students will be able to: • Count forward and backward by tens to 120 using a 120 chart. • Recognize and describe the repeating patterns in the tens place. • Explain that each group of ten represents ten ones.

LANGUAGE

What are the main language (oral, literacy) development goals?

LANGUAGE OBJECTIVES
Students will:

- Use sentence frames to describe patterns (example;, *"When I count by 5s, the numbers end in ___."*)
- Use bilingual vocabulary cards and visuals to connect English and Spanish number words.
- Verbally count in pairs or groups to practice pronunciation and rhythm while engaging in structured oral repetition.

ASSESSMENT

(FORMATIVE AND/OR SUMMATIVE)

How will Ss demonstrate learning of knowledge and skills and/or critical thinking based on lesson objectives/ standards?

How will you determine proficiency? What criteria will you apply (how will Ss be graded or evaluated)?

How/when will you monitor performance to check for understanding & assess learning outcomes?

(*In PROCEDURES, make sure to indicate which assessments will take place when)

Assessment Name (formative): "Count by Tens Exit Slip"

Students will complete a mini 120 chart with missing numbers (ex., 10, __, 30, __, 50...). This will allow them to demonstrate understanding of the skip-counting pattern by tens up to 120 and show their ability to recognize number sequences within the base-ten system.

How will SS demonstrate learning of knowledge and skills and/or critical thinking based on lesson objectives/ standards?

Students will show mastery by correctly identifying and writing the missing numbers, demonstrating their understanding of number relationships, place value, and counting patterns aligned to MA.1.NSO.1.1.

What criteria will you apply (how will SS be graded or evaluated)?

- **4 (Mastery):** Accurately completes all or nearly all missing numbers, explains or verbalizes the skip-counting pattern (e.g., "Each time we add ten").
- **3 (Proficient):** Accurately completes most numbers with minimal support.
- **2 (Developing):** Requires some guidance or prompts to identify the correct sequence.

- **1 (Emerging):** Struggles to continue the sequence independently or confuses place value.

How/when will you monitor performance to check for understanding & assess learning outcomes?

I will observe and circulate during guided and independent practice to note students who struggle with transitions between tens (e.g., 90–100).
The exit slip will serve as a formative assessment at the end of the lesson to determine next instructional steps. Data from the slips will guide small-group reteaching using manipulatives (ex. base-ten blocks or number cards) and visual scaffolds for students who show partial understanding.

Assessment Name (summative): This will help me determine.... Based on this assessment, I will...

Students will complete a mixed skip-counting worksheet that includes patterns by 2s, 5s, and 10s, extending to 120. They will also verbally explain a pattern they notice on their 120 chart.

Purpose:
This summative task will determine each student's mastery of the standards MA.1.NSO.1.1 and MTR.5.1, as well as their ability to apply mathematical reasoning to recognize structure and patterns in numbers.

Evaluation Criteria:

- Accuracy in completing sequences by 2s, 5s, and 10s.
- Use of mathematical language and reasoning when explaining observed patterns.
- Demonstration of independence and fluency when skip counting orally and in writing.

Based on the results, I will identify students needing extra support with specific skip-counting patterns and reteach using manipulatives and color-coded number lines. Fluent counters will receive enrichment by extending skip counting beyond 120 and applying it to real-world contexts such as money and time. Student reflections and oral explanations will guide next steps in small-group instruction.

KEY VOCABULARY

What terms (Tier 2 & 3) are critical to understanding the lesson?

Tier 2: count, pattern, sequence, group

(*In PROCEDURES, make sure to describe how the terms will be introduced, taught, and practiced under the appropriate sections)	**Tier 3:** tens, ones, skip counting, chart, number line
INCLUSION How is culturally and linguistically responsive instruction infused throughout the lesson? How will emerging bilingual students and students with special needs be supported in learning lesson content?	**ELLs:** Use bilingual number charts, color-coded patterns (highlighting 2s and 5s), and gestures during choral counting. Allow counting in home language first, then in English. **ESE students:** Provide enlarged 120 charts, tactile supports (ex. connecting cubes), and repetition with physical movement. **All learners:** Lessons use multiple means of engagement (chanting, clapping, hopping), representation (visual charts, manipulatives), and expression (oral, written, kinesthetic).
MATERIALS	• 120 chart (large classroom display + student copies) • Base-ten blocks or connecting cubes • Dry erase boards and markers • Counting songs or skip-counting video • Exit ticket worksheets
TECHNOLOGY	• Short video clip from Jack Hartmann for counting with 2's and 10's https://youtu.be/TD_x3AFDjG8?si=0ceuGst4KcwXJzqA https://youtu.be/W8CEOlAOGas?si=btHNsXBVAbLfSlja
PROCEDURES	
MOTIVATION & INTRODUCTION How will you engage Ss and capture their interest? How will you introduce the lesson? How will you link and build background knowledge? How will you communicate connections to previous lessons?	**How will you engage SS and capture their interest?** **Movement Warm-Up (Kinesthetic Engagement):** **Begin by having students stand up and march in place while counting aloud from 1 to 30. Encourage them to move their arms or clap on each count to reinforce rhythm and one-to-one correspondence.** **"We're going to use our voices and movements to practice counting together. Let's count forward together, one number for every step!"**

I will reinforce on-task behavior by giving specific, positive feedback. For example, "I like how you're keeping your eyes on the numbers as you count".

How will you introduce the lesson?

Before modeling skip counting, I will restate behavioral expectations in simple, measurable language, such as "Use your finger to follow along on the chart," "Keep your voice at a counting level," and "Show your pattern on your chart before you talk to your partner." I will model each of these behaviors explicitly so students understand what successful participation looks and sounds like. This clarity is especially supportive for ESOL learners and for students who benefit from concrete examples and predictable routines, helping them engage confidently and stay focused throughout the lesson.I will then invite students to share their observations using structured sentence frames to support mathematical language. I will model each frame first and encourage students to repeat and complete them with their own ideas.

The sentence frames will include:

- **"I notice that the numbers end in __."**
- **"The pattern goes up by __ each time."**

As students share, I will reinforce correct use of vocabulary such as *pattern*, *sequence*, *skip count*, and *one's place*, guiding them to explain their thinking in complete sentences

I will give them a copy of the 120 charts .

I will introduce the Jack Hartmann "Count by 5s and 2s" video to help students connect rhythm, movement, and pattern recognition.

I will say:

> **"Let's sing and move along with one of our favorite math songs! This will help our brains remember how to skip count by 2s and 5s."**

I will play the video once through, then replay short sections, prompting students to join in with hand motions or small hops on each skip number (clapping on 5s or stepping forward on 2s). I will pause briefly to ask guiding questions like:

- **"What number comes after 10 when we skip count by 5s?"**
- **"What do you notice about the pattern in the ones place?"**

If I notice a student becoming overwhelmed or disengaged, I will offer a brief regulation strategy, deep breathing, a stretch break, or a 10-second reset, consistent with the calming tools outlined in my Behavior Support

	Plan. **After the video, I will bring students back to the 120 chart and connect the experience to the lesson objective:** **"By the end of this lesson, you'll be able to count by 1s, 2s, and 5s, all the way to 120, and explain what patterns you notice."** **How will you link and build background knowledge? How will you communicate connections to previous lessons?** **I will connect this lesson to students' previous experiences with counting by ones and tens from earlier lessons. I will remind them:** **"Remember when we counted by tens to 120 and noticed that each ten was made up of ten ones? Today we'll look for patterns like that when we count by 2s and 5s."** **Gifted students or fast finishers will receive an enrichment challenge (e.g., "Start skip counting from 37 instead of 0"), which prevents off-task behavior and keeps engagement high.** **Gifted students or fast finishers will receive an enrichment challenge (e.g., "Start skip counting from 37 instead of 0"), which prevents off-task behavior and keeps engagement high.** **I will briefly review the idea that counting is a way to find *how many* and that skip counting helps us count larger numbers faster by grouping them into sets.I will utilize visual aids, multilingual number cards, and manipulatives to help kids with exceptionalities and English language learners connect old and new concepts.**
How will you communicate the learning objective(s)/purpose and importance in student-friendly language?	After the video and chart discussion, I will gather students on the carpet and point to the 120 chart, saying, "By the end of this lesson, you'll be able to count forward and backward within 120 and skip count by 2s and 5s—all on your own! You'll also explain the patterns you notice as you count." I will connect the goal to real life by explaining that skip counting helps us count faster, like when we count pairs of shoes or nickels, and makes adding and multiplying easier later on. To reinforce engagement, students will repeat the goal aloud and show they're ready by giving a quick thumbs-up or clap rhythm.
PRESENTATION OF CONTENT & APPLICATION How will you engage SS? How will you scaffold learning?	**Teacher Modeling ("I Do"):** I will begin by modeling how to count forward and backward by ones using the 120 chart, pointing to each number as I speak. Then, I will demonstrate skip counting by 2s and 5s, coloring every other number for 2s and every fifth number for 5s to make the patterns visual and

How will you foster critical thinking skills?

How will you address misunderstandings?

How will you clearly state and model behavioral/measurable expectations?

How will Ss practice all knowledge/skills required of the objective and standards?

How will Ss have the opportunity to apply new learning?

How will you ensure Ss have multiple opportunities to practice?

How will you provide closure to the presentation of this content?

concrete.

As I model, I will think aloud to help students connect the concept to place value and pattern recognition:

> "When I skip count by 2s, I notice I land on even numbers — 2, 4, 6, 8, and so on. When I count by 5s, I always land on numbers that end in 0 or 5. That's a pattern we can see and hear!"

I will pause periodically to check for understanding and spark discussion by asking:

- "What do you notice about these numbers?"
- "How are counting by 2s and counting by 5s different?"
- "Why might skip counting help us count faster?"

Guided Practice ("We Do"):

Students will use flashcards that I printed and made with number sequences (ex., 12, 14, __, __) to practice continuing patterns together. I will guide students in using mini 120 charts to color or trace the patterns as we count aloud by 2s, 5s, and 10s.

To close, I will bring students back together and ask:

- "What patterns did we notice today when counting by 2s, 5s, and 10s?"
- "How can skip counting help us in real life?"

DIFFERENTIATION

How will data determine, influence, and inform instruction?

Exit-slip and observation data will guide small-group reteaching and enrichment.

ENRICHMENT

What will you do to challenge Ss who have already mastered the objective?

I will challenge fluent counters to begin skip counting from non-zero start points or extend patterns to 150 using real-world contexts (money, calendar days).

REMEDIATION

What will you do to support Ss who are struggling to meet the objective?	I will use enlarged number lines, manipulatives, slower pacing, and repeated modeling for students needing reinforcement.
AFTER LESSON	
HOME LEARNING (IF APPLICABLE) *How will Ss practice and apply what they learned outside of school?* *How will you extend learning via higher-order, critical thinking skills?*	Students may complete a simple skip-counting practice sheet. Extension challenge: “Draw a picture that shows how skip counting helps in real life.”
EXTENSIONS *How will you extend learning into subsequent lessons?*	In the following lesson, students will connect skip counting to place value and bundling tens, exploring how groups of 10 ones make 1 ten and how this relates to the base-ten system

LESSON SELF-REFLECTION

Please answer the following reflection questions.

On a scale of 1-10, how would you rate your lesson?

9/10

What aspects of the lesson were especially valuable and why? *(If you give yourself a 4 in any of the categories on the "Lesson Self-Evaluation," please provide detailed information justifying this score.)*

One of the most valuable aspects of this lesson was how engaged students were through movement, color-coding, and song. I would give myself a 4 for the introduction, as the Jack Hartmann skip-counting video immediately captured students' attention and reinforced rhythm and pattern recognition. It was the perfect lesson to teach after lunch because the video re-energized the class and set a positive, focused tone for the rest of the afternoon. Students were highly engaged, excited, and eager to participate throughout.I would also give myself a 4 for instructional planning and objectives, as they were clearly aligned with the Florida B.E.S.T. math standards (MA.1.NSO.1.1 and MA.1.AR.1.2) and the WIDA ELD Standard for the language of mathematics. The objectives were developmentally appropriate and measurable, students were able to count by 2s, 5s, and 10s up to 120 and describe the patterns they noticed. The classroom environment was positive, collaborative, and student-centered. Students felt comfortable sharing, helping peers, and participating in movement-based learning. The mix of structure and joy supported a strong sense of belonging and engagement throughout the lesson, allowing all learners to feel successful and included.

I would also give myself a 4 for professionalism, as I was organized, prepared, and intentional with every detail of this lesson. Preparing materials such as the 120 charts, color-coded visuals, bilingual flashcards, and exit slips was time-consuming, but it was well worth the effort for how engaging and seamless the lesson became. Having everything ready beforehand allowed me to focus completely on the students and maintain instructional flow. I implemented feedback from previous observations by improving pacing and clarity of directions, which made transitions smoother and kept students consistently on task. After the lesson, I completed my reflection promptly and met with my observer to debrief, celebrate strengths, and identify meaningful next steps for continued growth.

What adjustments were implemented <u>during</u> the lesson to adapt and respond to monitoring?

I replayed short sections of the video to skip counting 2's to reinforce rhythm and pattern recognition after noticing the ELL's were not counting all the way. I replayed the 10's because they enjoyed it and wanted to hear it again. I highlighted the 2s and 5s patterns in different colors and paired ELL students with non-ELL peers for modeling and verbal support. Bilingual flashcards and manipulatives were also introduced, which improved comprehension and confidence.

What didn't work well despite adjustments and monitoring?

One ELL student refused to work in partner work at first. She needed a little extra encouragement and reassurance before feeling confident to participate independently. I noticed that counting by 2s was more challenging for ELL's, but after re-arranging flashcards as a whole they could see all the numbers in front of them.

What would you do differently if you taught this lesson again?

Since counting by 2s was already introduced in the video, I would spend more time reinforcing it through hands-on and movement-based practice after the video. For example, I could have students hop or clap in sets of two, or use connecting cubes and pairs of objects to make the pattern more concrete before transferring it to the chart. Although my CT preferred to cover all skip-counting patterns in one day, I found that breaking them into smaller lessons might help students retain the concept better.

What proof do you have that this lesson did/did not impact student learning?

Every student demonstrated mastery on the exit slip, and observations showed genuine engagement and understanding throughout the lesson. Students confidently explained their reasoning using the sentence frames and applied skip-counting strategies accurately during their independent work. Watching them connect the visual patterns on the chart to real-world math applications like money, time, and grouping showed me that the learning really stuck and made sense to them beyond the worksheet.

Based on this reflection, identify one goal to work on in future lessons and at least one practical step you can take to meet your goal.

One of my goals moving forward is to keep building my ELL students' confidence and independence during group math work. During this lesson, one ELL student had trouble staying engaged and leaned on her peers for help, especially when counting by 2s. When I worked with her one-on-one at the end, she became much more focused and was able to finish the pattern on her own and explain her thinking. This showed me that she understood the concept but needed a little extra support and encouragement to feel confident working with others.

Practical Step: To meet this goal, I plan to keep using supports like bilingual visuals, sentence frames, and manipulatives, but I'll also check in more intentionally during group work to make sure all students are participating. This will give me a chance to notice when someone needs extra encouragement or a quick reteach moment, like the one-on-one support that helped my ELL student succeed at the end of this lesson.

If applicable, what progress have you made in meeting your previous goal(s)?

I have made meaningful progress toward my previous goal of strengthening academic language support, especially for my ELL students. In this lesson, I consistently embedded the strategies I identified earlier, bilingual visuals, sentence frames, structured oral repetition, and targeted check-ins. These supports helped my ELL students engage more independently during group work and demonstrate stronger understanding during both guided and independent practice.

LESSON SELF-EVALUATION

Please score yourself on the following rubrics. Most STs will perform at "Effective" and "Developing/Needs Improvement" levels. A score of 4 should be reserved only for when you consistently demonstrate outstanding performance going above and beyond the standard (and will need detailed justification). Please refer to the *Detailed Rubric for Formal Observations* for detailed descriptions for performance at each level for each indicator.

1	**Unsatisfactory**	Shows significant difficulties and/or minimal effort and/or a willingness to make improvements.
2	**Developing**	Shows attempts at meeting indicator, but is not *consistently* effective in this area.
3	**Effective**	Shows consistent effectiveness in this area and is capable of independently carrying out this skill with success.
4	**Highly Effective**	Shows exemplary ability that goes well beyond what is expected; role model for others (regardless of experience) in this area
N/A	**Not Applicable**	Was not observed, and there was no need to include in lesson OR was not observed due to timing of observation.

INSTRUCTIONAL PLANNING	1	2	3	4	N/A
1. Formulates developmentally appropriate objectives that are clearly aligned with Florida Standards/NGSSS.					
2. Selects, designs, and plans learning experiences and materials to meet *all* learning needs and styles through differentiated instruction *and* culturally and linguistically sustaining teaching.					
3. Plans for formative and summative assessments that meet the diverse needs of students.					
INSTRUCTIONAL DELIVERY & ENGAGEMENT	1	2	3	4	N/A
4. Introduces an engaging lesson that maintains student interest.					
5. States purpose and objectives in clear, concise language that conveys the knowledge to be gained *and* its importance.					
6. Presents accurate content information and understandings and makes relevant connections that support learning.					
7. Uses subject area-relevant materials to facilitate learning activities, maintaining academic focus.					
8. Maintains instructional momentum, using appropriate pacing and maximizing instructional time for student learning.					
9. Provides guided and/or independent practice, engaging students in diverse participant structures.					
10. Varies questions to encourage complex thinking, meaning making, and the generation of new ideas.					
11. Uses effective probes to build on student responses to generate new questions to or to expand understandings of topic.					
KNOWLEDGE OF LEARNERS	1	2	3	4	N/A
12. Uses a variety of teaching methods/strategies and multiple means of representations to cater to diverse students.					
13. Uses a student-centered approach, including choice, utilizing authentic experiences, and providing real-life applications.					
14. Personalizes learning for students, making meaning from student experiences, accounting for and adapting to diverse cultural and linguistic backgrounds, and building background knowledge through scaffolding.					
ASSESSMENT	1	2	3	4	N/A
15. Monitors students' performance to check for understanding and to assess learning outcomes.					
16. Uses formative and summative *(when appropriate)* assessment to modify instruction, making adjustments for reteaching, remediation, and enrichment.					
17. Helps students understand assessment criteria and reflect on their work, modeling and encouraging metacognition.					
LEARNING ENVIRONMENT	1	2	3	4	N/A
18. Demonstrates interest through body language, enthusiasm, and expressive speech.					
19. Uses proactive, positive classroom management strategies.					
20. Addresses behavioral problems effectively, anticipates situations, and redirects behaviors, not allowing issues to interfere with instructional time.					
21. Challenges students academically in a caring manner, communicating high expectations to *all* students.					
22. Creates a learning environment that is conducive to independent, collaborative, and differentiated student learning and in which students are encouraged to assume responsibility.					
23. Provides opportunities for students to participate in a learning environment where they feel their voice is valued.					
COMMUNICATION	1	2	3	4	N/A
24. Effectively uses standard grammar, spelling, punctuation, and sentence structures in oral and written communication, articulating in well-modulated speech that is appropriate for the context.					
25. Gives clear directions and incorporates effective transitions throughout the lesson.					
26. Provides students with specific academic feedback to foster learning.					
PROFESSIONALISM	1	2	3	4	N/A
27. Organizes and submits all materials in a timely manner prior to lesson and is organized and well-prepared .					
28. Implements feedback given from previous observations.					

29. Completes lesson plan reflection in a timely manner and meets with observer(s) to debrief about lesson.					

AVERAGE SCORE: ___(total sum) / ___(number of items evaluated) = ___