Lesson Plan – Methods

Name: Carl Peel   VIDEO LINK: https://youtu.be/ntwstSz7D6M

Grade/ Age of learner: Adult

Subject/Topic: Cardinal Numbers

Time allotted: Ten minutes

Highlight all intelligences & repetition

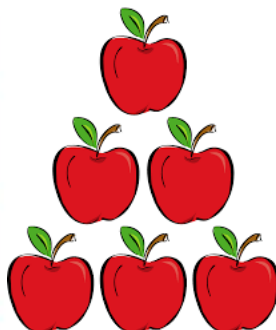| Time	Activity
	Starting Instruction
	Hook: One of the simplest activities, but one fraught with mistakes and uncertainty that can have real (sometimes monetary) consequences is using numbers. It is especially important to be able to do simple math, and to say and hear numbers correctly, for instance at a shop's check-out stand.
	Target words: The numbers up to 12 (which all must be memorized and don't fit a "pattern"): One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.
	Goals:
	#1 Get students to correctly say (and write) the English words for numbers and match them to their numeral representation (e.g. 1 = one).
	#2 Get student to recognize the sounds of numbers quickly and understand the quantity they represent.
	Pre-Assessment: Using flash cards with numerals ask the class, to tell the teacher what that number is called in English (1 = one; 2 = two, etc.), and tell them the correct answer (even if correct) to reinforce their ear for the numer.
	Building Instruction- Content Delivery
	Inquiry prompt:
	Linguistic Intelligence
	The teacher holds up a picture/flashcard of three objects (such as apples, marbles, etc.) and asks them to tell the teacher how many objects there are in the picture, using the word version of the number (not holding up fingers, etc.).
	Teacher-directed instruction: Shuffle flashcards/photos and pull each one out individually or show a picture at a time, asking a student to tell how many objects are on the card/photo. Ask if everyone agrees.
	Student involved modeling: Ask a student to tell the class how many shoes the teacher or another student is wearing, how many markers are available for the dry-erase board, how many windows are in the classroom, how many posters are on the walls, etc., Repeat with other students.

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	Applying Instruction
	Student practice: *Bodily – Kinesthetic Intelligence.* Practice counting at home using the names of the numbers when chopping vegetables, when cooking, steps when walking, pairs of socks when folding laundry, counting breaths, etc. – For each, to build repetition, if they get up to twelve, have them start back at one. **Student self-assessment:** *Interpersonal intelligence* Ask students to share with each other how many pets they have, how many siblings, how many years they went to school, how many houses are on their street block, etc. Are they citing the numbers easily? Struggling to remember?
	Concluding Instruction
	Reflection and integration *Logical and Mathematical Intelligence* Add simple math into the lesson, so that students think a bit of the math and not just a single number, to see how comfortable they are using multiple numbers without having to think about what the individual ones are. So 2 + 4 = 6. They will want to continue practicing working with numbers so they don't have to think about the word "six" meaning six objects, or 2, or 4, but that after the adding or other simple math, what that word is that represents the answer is automatic, meaning the numbers 1 – 12 will have been memorized thoroughly.

Media to use:

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Lesson Plan Instructions:
- **Fill in all sections. This lesson should be about 1 to 2 pages filled in.**
- **Clearly write out your hook, lesson goals, and pre- assessment strategies.**
- **Build Instruction with details of your lesson. Make sure to model your lesson.**
- **Follow with Applying Instruction, student practice and student assessments.**
- **Conclude Instruction with a detailed reflection.**
- **Pre-assessment and reflection/integration are critical components and should have some detail.**
- **Include any realia/ pictures or graphics to make a connection**
- **Highlight all intelligences and repetition**
- **Check the rubric!**