

## Race to 100

<b>Grade: Kindergarten</b>		<b>Subject: Math</b>	
<b>Materials: Board game template, small dice, large dice, game pieces</b>		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> <b>Visuals/Graphic organizers</b> <input type="checkbox"/> PBL <input checked="" type="checkbox"/> <b>Discussion/Debate</b> <input checked="" type="checkbox"/> <b>Modeling</b>		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input checked="" type="checkbox"/> <b>Pairing/collaboration</b> <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input checked="" type="checkbox"/> <b>Hands-on</b> <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> -K.CC.1 Count to 100 by ones and by tens. -K.CC.2 Count forward beginning from a given number within 100. -C:A1.4 Learn how to interact and work cooperatively with others -PS:A1.5 Identify and express feelings -PS:A1.8 Understand the need for self-control and how to practice it		<b>Differentiation</b> <b>Below Proficiency:</b> -Lower the end goal number to an amount appropriate for student -Have student start counting over rather than counting on <b>Above Proficiency:</b> -Have student role two die creating a double-digit number in which they will advance that many spaces <b>Approaching/Emerging Proficiency:</b> -Leave lesson as is <b>Modalities/Learning Preferences:</b> -For <b>visual-spatial learners</b> , play with a board game template containing numbers on the spaces -For <b>verbal-linguistic or musical learners</b> have partner count along with them or create a counting song to help them -For <b>bodily-kinesthetic learners</b> make the game life size where students become the game pieces and take a step for the number they role	
<b>Objective(s)</b> -Student will count to 100 by ones -Student will be able to count on from any number within 100 -Student will demonstrate turn taking -Student will be able to identify their feelings -Student will interpret rules of game  <b>Bloom's Taxonomy Cognitive Level: Apply</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> -Students will begin in a large group in our circle time area. After the rules and expectations are explained. Students will be partnered up and assigned a spot on the floor, around the room, containing a board game template and necessary pieces. When groups are assigned, they will go into the hallway for the life size portion of the game. Following the activity students will return to their circle time spots.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> -Student will sit quietly and practice active listening when the rules of the game are being described. If they have questions relating to the game. They will raise their hand and ask their questions. Once designated an area, students must stay in their spot. Students are expected to follow the rules of the game, play fairly, and help each other if needed. After we finish the activity students are expected to clean up their area and return to circle time spot.	
<b>Minutes</b>	<b>Procedures</b>		
<b>5</b>	<b>Set-up/Prep:</b> -Set board game template, game pieces, and dice around the room for each group		
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> - “Today friends we are going to do a super fun activity! - “Thumbs up thumbs down. How many of you have played a board game before?” - “Can you turn and talk with your partner about the game you played and what you enjoyed about it?” - “Bring it back in five, four, three, two, one” - Allow some students to share about their experience.		
<b>10</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> - “For our activity today, we are going to use the counting skills we have been working on in a Race to 100! But before we play any game we must first go over the rules.” -Go over the rules outlined on the gameboard. Give them strategies to use throughout the game such as counting on. - “Now that we have gone over the rules for our game, we need to discuss the rules of any game.” (Trying our best) - “How do you feel when you win a game?” - “Do we always win every game we play?”, “How does it feel when we lose?”, “Is it ok to lose?” - Discuss how we handle loss appropriately. (We can be angry but we still need to have nice actions, think about what to do differently next time, congratulate the winner because they too tried their best, etc.) -State expectations of the activity -Pair off students and send them to specified areas		

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<b>20</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>- “Now that you are in your area with your partner, I want each of you to select a game piece and place it on start”</li> <li>- “Decide who is going to go first by one round of Rock, Paper, Scissors.”</li> <li>- “After your group is done racing to 100, raise your hand and I will dismiss you to the hallway to play a life size version where you become the game piece and the tiles in the hallway become your game board.”</li> <li>- “If your group finishes and I am not ready to send you to the hallway. Please play Race to 100 again until it is your turn.”</li> <li>- “Any questions? You may begin your Race to 100”</li> <li>- Race to 100:             <ul style="list-style-type: none"> <li>Students will play a counting board game with their partner by taking turns</li> <li>Student will role the die and advance that number of spaces by counting on from previous spot</li> <li>First student to 100 wins</li> </ul> </li> <li>- Life size version:             <ul style="list-style-type: none"> <li>Students will bring the game to life by becoming the game pieces and using a bigger die</li> <li>They will play the same way but rather than advancing spaces they will advance steps/tiles and the first one to the end of the hall wins (students must step foot to foot in order to maintain fairness)</li> <li>These rules will be explained prior to the group entering the hallway</li> </ul> </li> <li>-I will walk around clarifying rules, discussing feelings, assisting with conflict resolution, and asking reflection questions *see questions below</li> </ul>	
<b>5</b>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- After all students have had the opportunity to play both the Race to 100 game and life size version in the hallway, they will clean up area by collecting all the game pieces and giving them to the teacher, thanking their partner for playing with them, and return to their circle time spot. Students will then rate activity by thumb scale: thumb up: Great, thumb in middle: Alright, thumb down:-Not Enjoyable. Then we will transition to our net activity.</li> </ul>	
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>-Walk around and provide further clarification if needed</li> <li>-Use reflection questions?</li> <li>Have you ever played a board game before?</li> <li>Did you ever win? How did that make you feel? How did you react?</li> <li>Have you ever lost? How did that make you feel? How did you react?</li> <li>What would you change next round?</li> <li>What number comes next?</li> <li>Can you count on?</li> </ul> <p><b>Consideration for Back-up Plan:</b></p> <ul style="list-style-type: none"> <li>-Play on the active board class vs. teacher. Once they grasp the concept have them try again maybe a different day</li> <li>-If students are unable to get along (after prompting and guidance) they will be sent back to desk to do a counting worksheet</li> </ul>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>-Observe students, ability to play the game by counting to 100 by ones and count forward beginning from a given number within 100</li> <li>-Evaluate how well student interacted with his/her partner, expressed feelings of both winning and losing, and maintained self-control</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>	
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <ul style="list-style-type: none"> <li>-<b>What went well:</b> Our conversation in the beginning of the lesson was very interactive. The student was excited and engaged in the activity. He followed the rules and had no problem taking turns. The atmosphere was positive and enjoyable.</li> <li>-<b>What did the student learn:</b> The student learned how to cope appropriately both when winning and losing. He demonstrated this by practicing what we had discussed and following how I modeled losing and winning. He also was able to appropriately express his feelings as he demonstrated more self-control as the activity went on.</li> <li>-<b>What changes would you make:</b> I would take out the go back so many spaces to have the game move quicker for the sake of time. I would also increase the number of players as I went on, to further their social emotional skill development.</li> </ul>		