

University of Pittsburgh

School of Education

Lesson Plan

Prekindergarten Practicum / Fall Term

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What is the big idea that includes your lesson?

Objects can be represented in groups of two. A pair is a set of two objects that are used together.

Lesson Objective(s)

The student will be able to accurately identify, list and represent pairs of objects by listening to a fingerplay, the story "One, Two, One Pair!" by Bruce McMillan as well as completing a pair interactive activity.

Standard - 1.1.PK.D: Demonstrate listening comprehension/ understanding before, during, and after reading through strategies such as answering questions, retelling, and connecting to prior knowledge.

Standard-1.6.PK.A: Listen attentively and respond in conversation.

Standard- 2.1.PK.C: Use concrete objects, drawings, diagrams or models to combine, separate and name groups of objects.

2.1.K.A: Demonstrate the relationship between numbers and quantities, including rote counting, one-to-one correspondence. and counting by tens. and comparing values of whole numbers up to 20.

Materials Needed for Lesson

Book entitled "One, Two, One Pair!" by Bruce McMillan

Picture of my brother (twins)

Chart paper

Marker

Easel

24 pieces of paper

Crayons, construction paper, markers

10 baskets with "pairs" of things/objects within each basket for interactive activity

Lesson Launch

The teacher will begin the lesson with a fingerplay about pairs of things. This will help the students in the class transition from talking to being good listeners/a good audience. The teacher will recite the whole fingerplay and then ask the students to “repeat after me.”

Two things make a pair.
(Hold up two fingers.)

And on me, I'll show you where.
(Point to self.)

I have two ears, and I have two eyes.
(Point to your ears and eyes.)

I have two holes in my nose.
(Point to your nose.)

I have two hands that clap a beat. (Clap hands to words.)

I have two feet that are really neat! (Jump when saying the word neat!)

Content to be taught and/or discussed

The teacher will explicitly say that a pair is two things of the same type that belong together. Two things make up one pair. For example one sock plus another sock equals one pair (The teacher will hold up the socks to the class). *Today we are going to read a book called One, Two, One pair!* The teacher will read the book and then ask the students to recall the pairs that they saw in the book. *Remember we want to raise our hands in the air when we have an answer with our mouths closed tight so we can be called on.*

Sometimes friends we can have pairs of people as well. The teacher will explain to the students that twins come in pairs because there are two of them. How many pairs of twins do we have in this class? In addition, the teacher will explain that she is also a twin and will show his picture on the smart board. If my brother was standing beside me right now, how many pairs of twins would we have in the classroom? (Three pairs of twins!)

Right now we are going to do a small pair activity. All of my friends will get a basket with different pairs. Your partner will pull out an object and your job is to find the other object in your basket to make a pair. (There will be six different pairs of items within this basket.)

Lesson Close

After the activity the students will place their objects back in their basket.

The teacher will explain to the students that one of the center activities today involves finding a pair of something in a magazine or drawing a pair with crayons or markers, etc. Each student will create a page of one pair of something and then this will be put into our first classroom book that we make together.

Adaptations

During the circle time activity, the teacher should make sure that every student who has their hand raised is able contribute to the conversation. The teacher may prompt some students with specific questions such as “Can you name some of the pairs on your body?” Adaptations will be made for students who need to sit closer or farther away on the rug depending on their attention level. In addition, the teacher will have an example of a pair book page already made for those who need to look at an example before they begin.

Extensions

For students who truly understand the concept of pairs, force them to create their own pairs out of construction paper or by using markers. Many of the students may repeat some of the pairs such as shoes and socks, but some of the other students may want more of a challenge. Encourage them to think outside of the box.