Bernadette Ross

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**Stacy Mergener**

Development of Math Lesson Instruction

At an early age we are introduce to the method of letter recognition and sounds of letters that help us to and spell and write are essential helping children to begin reading words. Learning numbers are also essential to young children. Counting is a learning activity young children need to know when adding or taking away objects to determine the sum or how many are left when doing mathematics. The standard objective in counting is to enable every student to count a variety of objects. This activity, students in the group will have the task of counting different manipulative materials and the images containing a group of cars and animals. The manipulative and vocabulary used in the counting lesson are based on student's developmental level and recognize materials previous familiar to them. Students use several of students culturally strategies and materials known to the diverse learners. To include families in lessons, the teacher will include related language and background experiences. Language commonly used by parents when communicating real world topics. Community knowledge will be integrated into learning activities and this includes the most common things in the community (Leonard, 2018). Cultural norms will be included by avoiding the illustrations of biased language and illustrations that can affect the students emotionally. In addition, the teacher will show interest in the student’s cultural background in the course of learning. Each student will take part in the counting activities during each lesson, interact with each other and count objects on the images provided. This will encourage the students to actively participate the counting activities and problem solve through communication. This will give some insights to students who are struggling with math lessons and peers can help those who struggle. To be successful provided will be writing, counting, and pictures materials for write what they have learned in the group activity. The availability of various resources and materials is essential for the success of group activity. The differentiation will include rearranging the classroom to support the needs and development of every student (Nemeth, 2017). 

Technology based includes addition and subtraction software. This activity forms the essential foundation of math for the upper grades. The activity will include the use of devices like tablets and computers for subtraction and addition based games. Numerous games have been designed to ensure that kindergarten students can successfully maneuver and understand these mathematical concepts such as reading and counting numbers grouping, differences and similarities. The standard objective students will be able to complete various mathematic games with devices provided. This activity includes software based games will be set at a level that is appropriate for students level and ensure students can complete various games and different levels without difficulties. The computer programs selected will use objects familiar to students. A variety of community and cultural learning customized computer-based programs will be integrated in provided devices. The diverse group of students in the classroom will be supplied with materials and tools for learning that have disabilities. Activities will include educational, community, and family activities. Incorporating activities that are common in the community and family enhances the student understanding.

The cooperative strategy includes the competition between students. Students will complete the game lesson and the teacher will award the winner. As the other group members compete, the remaining group members will be required to add and subtract various objects presented in the tablets collaboratively (Leonard, 2018). Resources needed are relaxing area and laptops for students to use computer programs and complete different customized programs activities. The teacher will assist group activities to help students understand the games. The primary role of the teacher is to make it enjoyable and not stressful to practice while engaging students in their number mathematic development. The differentiation strategy includes a variety of games to satisfy the needs of different students (Nemeth, 2017).  This problem solving activity, students will separate various wrap candies and count them. The teacher will provide 20 with colors of blue, black, white, and red. After separating these candies into their distinctive colors, students will count them and provide final numbers for each color. The standard-based objective is students will be able to separate candies into distinctive colors and count them. The teacher will use simple instruction to ensure students understand every step suitable for kindergarteners. To bring in the family experience, students will complete the same activity at home under the supervision of their parents and present solutions at school. The use of local resources is one of the strategies that will be used to give students community experience. Cultural norms include the use of language and values of culturally groups in the classroom. Each student will be giving one color among the four, separate these candies from the test, and count them (Colorín Colorado, 2020). This activity will allow students to work together and each group member has done their part. This promotes essential social and collaboration skills. Resources in this activity include writing materials, candies, and plastic containers to allow the students to separate candies and count them. The use of tables and comfortable surfaces for materials such as rugs. Appropriate differentiation method is to change the materials and adjust the setting (Nemeth, 2017).

References

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