

Date: September 24, 2001  
Subject: Mathematics

Student Teacher: Jessica Knowles  
Grade: Kindergarten

# Sorting Pumpkins Seeds

Grade Level: K

Unit: Fall/ Halloween

Objective: To have the children estimate the number of seeds in the bag and to sort the pumpkins seeds into a pattern.

MI Content Standards and Benchmarks:

Strand I, standard 1: Patterns: Recognize, describe and extend numerical and geometric patterns.

Strand IV, standard 2: Representation and Uses of Numbers: Explore and recognize different representations for the same number and explain why they are the same.

Materials:

The book "Clifford's First Autumn"

Bag of colored pumpkin seeds

Baggies

Crayons

Worksheet

Teaching: Anticipatory Set: Read the book Clifford's First Autumn. Then have the children discuss why they think pumpkins are associated with fall. Then have the children discuss the reasons they think pumpkins are associated with Fall.

**Model the skill:** Hold up a bag of pumpkin seeds. Say how many you think are in the bag.

**Quick check to determine understanding:** Then have the children guess how many seeds are in the bag. Write the children's guesses on the board as a group.

**Guided Practice of the skill:** After estimating, have children take estimate the number of seeds in the bag and have the count them. Was your prediction the same as the outcome? Who was the closest?

**Student Verbally Summarize the skill:** Have the children say how any seeds were in the bag.

Then have the children go back to their seats. At there seat there will be a bag of colored pumpkins seeds. Have the children guess how many seeds are in their bag and write it on the top of their worksheet. Then have the child sort the seeds according to color, and create an AB pattern on there worksheet. Then color and glue the seeds on the worksheet.

Practice: Have the children do the rest of the worksheet by themselves while you discuss the AB, 1&2 patterns.

Evaluation: The child will demonstrate that they have mastered the skill of estimation when the worksheet is done and they can show me a pattern using different manipulative.

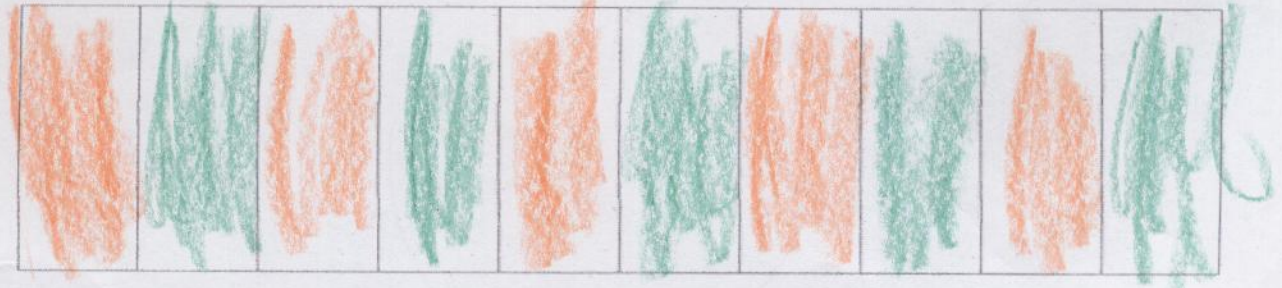
Name Agan M

Guess how many seeds are in the bag? 3

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



*Handwritten scribble*



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The University of Michigan-Flint  
STUDENT TEACHING LESSON OBSERVATION

Student Teacher Jessica Knowles Date 9-26-01

Supervising Teacher Mrs. Iverson Subject Math

School North Road Grade K

Observation # 1 2 3 4 5 \_\_\_\_\_

Activity/Lesson Observed:

Show and tell activity as part of morning routine.

Read to students Clifford's First Autumn. Had bag of pumpkin seeds ready and guessed number of seeds, then counted together. Students returned to their seats and directions for sorting activity was given. Names on paper was reinforced. Teachers glued papers individually, with help from supervising teacher. Students completed a second pattern practice at the bottom of their papers. Some confusion in transition to next activity as students finished and teacher help the slower ones. Students went to various centers as they finished.

Comments:

Jessica chose a good introductory book, and read clearly if a bit fast. Discussion of seed number and counting went well, and her review of patterns learned allowed all students to participate.

Directions were given clearly and at an appropriate pace, checking to see that all students had each part done. Checked to see that everyone was in group and had been up to next step was done well. Participation of students and their interest was clearly heard as each one counted, many over and over.

Jessica checked learning as lesson proceeded by checking color names, <sup>and</sup> ability to count to eight, well. She allowed some decision-making by students and smoothly fit it into the lesson.

The word "done" was used many, many times and perhaps a signal could be developed so there is not so much emphasis on "done-ness."

Jessica had a nice pace to the activity. Her lesson plan was well thought-out and included all the elements to insure learning.

As the lesson had several steps, Jessica had to spend a lot of time as the "leader". This is necessary, but perhaps another time you could have students "talk" the concept with you by repeating or counting or naming with you.

Student Teacher's signature Jessica Knowles Date 9-26-01

This signature indicates that the student has seen this summary. It does not imply that the student teacher approves of the substance of the contents.

White copy - student

Yellow copy-coordinator

Pink copy - file