

AFRI-Cardio Math with Christine
A Framework for K-1
Lesson Plan Template

<p style="text-align: center;">Lesson Components What teacher and student behaviors are planned and expected</p>	<p style="text-align: center;">Rationale Explanations/reasons for pedagogical decisions</p>
<p>Context (description of setting, students, and curriculum and any other important contextual characteristics) Kindergarten Afri-Cardio Curriculum Component “Learning Links to West-African Dance”</p>	<p>Students will gain a deeper understanding of rhythmic body movements as ongoing patterns. Through this kinesthetic approach, students will acquire stronger mastery of the overarching mathematical concepts of algebraic repetition.</p>
<p>Objectives (KUD format) The students will Know how to identify a chunk within a repeating pattern.</p> <p>The students will understand that patterns <i>repeat</i> and that patterns can be extended based on a given or created <i>chunk</i>.</p>	<p>What are the associated SOLs? Why these facts, concepts, generalizations and skills? What was your thinking as you constructed these objectives? Patterns, Functions, and Algebra K.16 The student will identify, describe, and extend repeating patterns.</p>
<p>Assessments: Diagnostic, formative, and summative</p> <p>During the guided practice portion,(Christine – (The instructor would observe student mastery of given movement strategies. Feedback will be given accordingly.)</p> <p>After the guided practice portion, Christine will give all students the opportunity to collaborate and create their own repeating pattern with their original body movements.)</p>	<p>Are you using all forms of assessment in this lesson? Why or why not? How are the assessments aligned with the objectives? How will students receive feedback on formative assessments? How will you use assessment information? How do you expect students to use formative assessment information? How are you preparing for the summative assessment?</p>

<p>Instruction: Detail student and teacher behavior. Identify possible student misconceptions.</p> <p>Teacher: Model an eight count movement using traditional African Dance.</p> <p>Teacher Says: What did you notice about my dancing?</p> <p>Student Response: Possibly students will respond by saying ... I saw a pattern.</p> <p>Teacher Says: If pattern response is not given, "I hope that you noticed a pattern." "Can you tell me what a pattern is?"</p> <p>Student Response: A pattern repeats....</p> <p>Students may give examples.</p> <p>Teacher Says: Lesson Objective: "Today we are going to learn the meaning of the word "chunk" and how to continue or extend a pattern. In other words, we are going to learn the parts of a pattern and how to stretch the pattern out."</p> <p>Teacher: Let's go back to the dance you just saw... Demonstration.... What part of the dance repeated?</p> <p>Student Response</p> <p>Guided Practice: Lets try it together...</p> <p>Independent Practice: Ask two students to come up and create a new pattern with you... Demonstrate and model with students</p> <p>Observe and allow students to create their own...</p> <p>Student Showcase</p> <p>Closure: Short African Dance Demonstration Today we learned about the word chunk. The chunk means the part of the pattern the repeats. When you saw me dancing, you see repeat the moves. We can make pattern with our body.</p>	<p>Explain why you have chosen this particular instructional model or strategy. How is instruction aligned with objectives and assessment? How does your instructional plan account for common student misconceptions? What materials will you need for instruction?</p> <p>Whiteboard Markers Music Hook-up</p>
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