Name: Mandy Montoya

Subject(s): Math

Grade: Kindergarten

Lesson Time Allotment: 30 minutes

TPE Target Skills:

1: TPE 1.5 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

2: TPE 2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to teacher interactions by communicating classroom routines, procedures, and norms to students and families.

Section 1 — Goals, Standards, and Assessments **TPE 1.4, 1.5, 1.6, 2.2, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5**
1. CA State Standard(s) and/or Curriculum Frameworks (TPE: 3.1, 3.2, 3.3, 4.4) **What is the CA state standard/framework that you will be addressing for this lesson?** **K.CC Count to tell the number of objects.** 4. Understand the relationship between numbers and quantities: connect counting to cardinality. c. Understand that each successive number name refers to a quantity that is one larger.
2. Learning Goal(s): Based on the CA State Standard(s) you have identified above, what will students have mastered in terms of knowledge and/or skill as a result of this lesson? (TPE 2.2, 2.6, 3.2) (Sample sentence frames: "By the end of this lesson, my students will have mastered the ability to…" or "By the end of this lesson, my students will be able to explain…") • By the end of this lesson, students will understand that when we count in ascending order, we are adding one over and over to our previous quantity.
3. Assessment Criteria for Success: How will the teacher and the student know if each of the specific objectives identified above have been successfully met? **A. Formative Assessments:** At least two formative assessments total, ***at least one with a rubric*** that provides information that allows you to measure whether students have met each of your learning objectives. Copy or attach rubric to this template. (TPE 1.8, 2.5, 3.1, 3.5) Formative Assessment 1: After teaching and modeling how when we count, our amount is getting bigger by one each time, students will each have their own whiteboard and we will do practice questions. I will draw an amount, and I will have students draw an amount that is one bigger. Students will hold up their whiteboards after each question so I can see who is understanding. Formative Assessment 2: Students will complete our ten-frame worksheet by filling in the top ten frame with a number given to them, then completing the bottom frame by increasing the amount by one. They will check with a partner who has filled in different numbers and evaluate if they did it correctly.

Learning Objective	Total /3
Student filled in their first ten-frame with the correct number given to their table.	/1
Student filled in their second ten-frame by increasing the amount by one.	/1
Student evaluated a peer's ten-frame	/1

Tpa Math Level 4

Jin-Ying Zhang

Tpa Math Level 4:

Decoding **Tpa Math Level 4**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Tpa Math Level 4**," a mesmerizing literary creation penned by a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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