ASSURE Model Instructional Plan

Counting M&Ms
Dana Kaufmann
Grade- Kindergarten
Math and Counting
Estimated time – 50 Minutes

Analyze Learners

1. 22 Total Students
2. 10 Males/ 12 Females
3. 5-6 years of age
4. Mental, Social, Physical, Social Notes:
   o 2 students with IEPs who may require working with a peer or the opportunity to repeat the lesson in resource room.
5. Students have been learning to count this entire year and have recently completed counting up to 100. Students have been eager to demonstrate their counting skills and no attitude difficulties are anticipated for this lesson.
6. Learning Styles
   o Visual -- 30%
   o Auditory (Aural) – 20%
   o Kinesthetic (Hands On) – 50%

State Objectives

1. Students will understand how to demonstrate behavioral self-control by not eating their M&Ms until told to do so by the teacher.
2. Students will have the ability to count up to 100 by counting the total amount of M&Ms in their bag with 100% accuracy.
3. Students will be able to separate objects by color using the 6 color categories of M&Ms; red, blue, green, brown, yellow, orange.
4. Students will be able to count the number of M&Ms in each group divided by color with 100% accuracy.
5. Students will have a basic understanding of how to graph by coloring in squares in a row with the corresponding color of M&M with 75% accuracy.
Select Media, Materials, and Methods

1. Smartboard (if not available, a projector)
2. 25 graphing worksheets with rows of squares
3. Ziploc bags
4. 2,300 M&Ms
5. Crayons

Utilize Media, Materials, and Methods

1. At the beginning of the lesson I will be utilizing a smartboard to do a class example of the activity in order for the students to visualize what is expected of them during this lesson. Each student will receive one Ziploc bag containing 100 M&Ms. The students will count the total, separate into color groups, and count the number in each group. Each student will be given a worksheet with lines of empty boxes for each color. The student will color each line of boxes with the provided color. Each box will represent one M&M of that color in their bag. This will begin to help the student understand proper graphing format.
2. When all students are finished, I will then project examples of the student’s graphs and count as a class the number in each group of M&Ms to promote classroom participation. Also at the end of the lesson each student will be asked to approach the smartboard and put a tally to represent what color of M&M they had the most of. This will allow the student to experience using the technology hands-on.

Require Learner Participation

1. Before the students open their bags of M&Ms and begin the activity, I will inquire about what color of M&M they think will be most prevalent in their bags. At the end of the activity I will ask the students to use their graphs to find out what color was indeed the most prevalent and will ask them to go up to the smartboard to make a tally-mark under which color they had the most of.
2. The use of M&Ms and the students knowing they will get to eat them at the end will hopefully also help keep the students’ interest in the activity.
## Evaluate & Revise

1. **Student performance**
   - Students will be evaluated on how well they worked and kept focused on the activity. They will also be evaluated on how well they are able to grasp the concept of separating the M&Ms into colors and being able to transition that onto the worksheet in a graphing format.
   - In order to transition to the 1st grade students must have mastered the process of counting to 100. Thus, this is an important criteria for evaluation.

2. **Media Effectiveness**
   - Did the students seem to respond to the use of the smartboard?
   - Did the students enjoy getting to use the smartboard for themselves?
   - Was the worksheet effective in demonstrating graphing format?

3. **Instructor Performance**
   - Did the lesson run smoothly?
   - Was the lesson and all the materials prepared well enough?
   - Did the students seem to follow the instructions?
   - Were the learning objectives achieved?
   - What could be improved for future use of the lesson?