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## Lesson Plan Template

Lesson Segment Focus Operations And Algebraic Thinking

Lesson 1 of 3

Course & topic addressed Math Grouping/Determining Odd and Even Numbers

Date 4/22/19

Grade 2

### Student Outcomes

Specific learning objectives for this lesson.	The student will be able to differentiate between odd and even numbers. The student will be able to group objects into pairs of 2.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students are aware of what pairs are and they know how to count.
Knowledge of students background (personal, cultural, or community assets)	Students are very familiar with the objects that they will be pairing with, especially the candies.

### State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	AR.Math.Content.2.OA.C.3 • Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2s)
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### Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	A YouTube clip that defines odd and even numbers. They will also have examples of it on a number chart that they are going to shade in for more of a hands-on approach.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Odd, Even, Grouping</b>
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## Materials

Materials needed by teacher for this lesson.	Smartboard, White Board, cubes, skittles, M&Ms
Materials needed by students for this lesson.	Number chart, colored pencil, cubes, skittles, M&Ms

## Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 minutes	<p><b>Introduction:</b> As students clear their desks, I will ask them review questions.</p>	<p>I will ask the following questions to lead up to the concept: What are numbers used for? What does it mean to group something? What are odd numbers? What are even numbers? *The students do not have to know these 2 definitions. It is simply to see what they may already know.</p>
25 minutes	<p><b>Instruction:</b> Students will be instructed to give the clip their undivided attention. As they are doing so, I will pass out their grouping objects that consist of Skittles, M&amp;Ms, and cubes. Once we begin grouping, students are expected to follow along with me on the Smartboard.</p>	<p>Students will watch the following video: <a href="https://youtu.be/-kHtGbnYKGc">https://youtu.be/-kHtGbnYKGc</a> I will then reiterate the definitions of even and odd numbers. Afterwards, I will ask the class for examples of them. Students will be welcomed to write some examples on the whiteboard. (They can look and refer back to them constantly while we continue with the lesson if need be) I will call on students at random.</p> <p>Afterwards, I will explain to everyone that if the specified objects fit in groups of 2, then there is an even amount of numbers. If not, it is an odd number. I will have them perform this with the three different objects one at a time. After they do each set of objects, I will perform it on the Smartboard and reveal the correct answer.</p> <p>We will perform this with 17 cubes, 10 Skittles, and 20 M&amp;Ms. Answer: The cubes are odd, and the other objects are even.</p>

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 minutes	<b>Closure:</b> To assess that the students are grasping this concept further, I will have them complete a number chart where they must shade in all of the even numbers.	While they are doing this, I will monitor the classroom to make sure that everyone is staying on task.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Students can be given charts that already have even numbers shaded in. They can also work in groups of 2 or 3 instead of independently.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Students with hearing problems can sit in the front of the classroom. Students could also be given the directions for the lesson on paper.
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**Assessments: Formative and/or Summative**

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Identify theories or research that supports the approach you used.	
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**Lesson Reflection/Evaluation**

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

\*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>