

Name Amari Turner

Lesson Plan Template

Lesson Segment Focus Understanding Place Value

Lesson 1 of 3

Course & topic addressed Skip Counting

Date 4/15/2019

Grade 2

Student Outcomes

Specific learning objectives for this lesson.	The student will skip count by 5s, 10s, and 100s.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students learned in first grade how to add 10 mentally to numbers without having to use their fingers to count.
Knowledge of students background (personal, cultural, or community assets)	Students know what “skipping” is and may do that at recess with their friends or at home with their families to have fun. I will try to connect this to math term <i>skip counting</i> .

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.NBT.A.2 • Skip-count by 5s, 10s, and 100s beginning at zero AR.Math.Content.2.OA.B.2 • Fluently add and subtract within 20 using mental strategies
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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 dictionary and the internet
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Skip counting
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Materials

Materials needed by teacher for this lesson.	Smartboard, Skip counting worksheet, flashcards, computer
Materials needed by students for this lesson.	N/A

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 min	<p><u>Introduction:</u> I will ask the students about what skip counting means then after they have had time to answer, I will give them the correct answer</p>	<p>Questions: What does it mean to skip when playing with friends outside? Based on this, what do you think skip counting means? What is an example of skip counting? *students will be picked by quietly raising their hands</p>
30 min	<p><u>Instruction:</u> I will direct my students to clear their desks using our “clean up chant” and prepare for a flashcard game.</p> <p>Afterwards, I will put up a sheet with all of the numbers from 5-100 on the Smartboard to practice skip counting with the class. To find the answer, you simply look at the number next to it.</p> <p>To assess that they know what they have learned, we will play the Thumbs Up or Thumbs Down Math game using Microsoft Powerpoint.</p>	<p>I will explain that skip counting by 5s, 10s, or 100 simply means to add that amount to that number. The term skip refers to jumping over a group of other numbers to get to the next number quicker. It is a faster way of counting that makes things easier. Just as you hop over things when you skip with your friends, skip counting is the same concept!</p> <p>I will hold up addition flashcards that deal with the number 5 and have my students answer them as a class. If they begin to differ in answers, we will take a moment and use the board to discuss why so that we can all be on one accord.</p> <p>I will then do the same with flashcards that have to do with the numbers 10 and 100.</p> <p>Once the sheet is on the smartboard, we will all read the numbers together aloud in rhythm to hear what skip counting sounds like. Afterwards, I will reemphasize the fact that each number adds 5 to it to get to the next number. I will slowly and sporadically cover up numbers and ask different students about what numbers come next to further help them grasp the concept.</p> <p>*We will do the same thing with numbers 10 and 100.</p> <p>Students will show me what answer they think is write by either holding up a thumbs up or a thumbs down. I will have one student be our score keeper on the board, depending on the number of points that we get correct – everyone will be rewarded with candy.</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	Closure: Lastly, we will watch a dance video that is fun, short and deals with skip counting by 5. This is a good way to give students a moment to have a brain break from the day while still learning in a way.	I will allow all of the students to dance on the carper and monitor/have fun with them to further build relationships with my students.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could print them out a skip counting worksheet, have them work in groups, and have pictures to go along with each number to help them with counting and adding and seeing how the coincide in this lesson.
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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 who have trouble hearing or seeing can sit at the front of the classroom. They can also have personal copies of the worksheet that will be shown on the Smartboard.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students'	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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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>