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Lesson Plan Template

Lesson Segment Focus: Mathematics

Lesson 1 of 3

Course & topic addressed: Addition

Date: October 22, 2018 Grade: Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students should be able to properly count to ten. Students should be able to properly add two numbers that equal a number less than 10.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Student's ability to properly count to ten will be a vital necessity for this lesson.
Knowledge of students background (personal, cultural, or community assets)	N/A

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.K.OA.A.1 Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions (e.g., $2+3$), or equations (e.g., $2+3 = $) AR.Math.Content.K.OA.A.2 Solve real-world problems that involve addition and subtraction within 10 (e.g., by using objects or drawings to represent the problem) AR.Math.Content.K.OA.A.4 Find the number that makes 10 when added to the given number (e.g., by using objects or drawings) and record the answer with a drawing or equation
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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?	Students who are unable to accurately count to ten will struggle with addition. To support these students, I will spend extra time with them in refreshing their counting skills. Students who struggle to count my need a "hands on" approach. I can provide counting pieces for students to manipulate.
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	Students who are on varying levels of academic language may need additional support.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Addition, Sum, Total,
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Materials

Materials needed by teacher for this lesson.	Google Slide Presentation Smart Board Counting pieces
Materials needed by students for this lesson.	This will be a group activity. Students will not need additional supplies.

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	Introduction: Ask students if they remember how to count to ten.	The majority of the class should be proficient in counting to ten. We will have a brief refresher that is included in the Google Slide presentation. I will lead the class in counting to ten.
10 min	Instruction: Have the students count individual pieces. Then add them together.	I will use the Google Slide as a tool for presentation. I will show the first set of candy, then have students count the pieces. Next, I will show the next set of candy and have the students count the pieces. This portion of the lesson will be a group activity and I will lead the students in counting out loud.

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.
		<p>Then, I will ask the students how many pieces there are total. Or, what is their sum? Students will have a chance to answer on their own, then we will count the total number of pieces again.</p> <p>The next slides will be presented for students to count to themselves. Once students have counted, I will ask the class to share their answers. We will again count the first set of candy, the second set of candy, and the sum of the two sets. I will do this in order to clear up any misconceptions.</p> <p>During the lesson, if students are struggling to count from the Smart Board, I will give them counting pieces to model what they see on the board.</p>
5 min	<u>Closure: Ask students how they feel about addition and whether they could like to do it again.</u>	I will praise the students for their good work. Kindergarteners love to learn and I will build on that excitement. Now that we know how to add small numbers, we can now move on to even bigger numbers!

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>.Remediation may need extra attention. This could be tutoring during break or after school.</p> <p>504 accommodations may require some students to sit close to the Smart Board for hearing or visual impairments.</p>
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>Visual representation is the majority of this lesson. To assist differentiation, I can provide students with hands on material, worksheets, or one on one time to bring them to a proficient level in addition.</p>
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
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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	

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>