

## Lesson Plan Template

**Lesson Segment Focus: Mathematics**

Lesson   2   of   3  

**Course & topic addressed: Addition**

Date   October 26, 2018   Grade   K  

### Student Outcomes

Specific learning objectives for this lesson.	Students should be able to accurately add numbers with a sum less than 10. Students should be able to construct and deconstruct the drawings and equations.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be able to accurately count to ten. Students should have basic understanding of adding two sets together, but this is meant to build upon addition knowledge.
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.	<p>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., <math>2+3 = </math> )</p> <p>AR.Math.Content.K.OA.A.3 Use objects or drawings to decompose (break apart) numbers less than or equal to 10 into pairs in more than one way, and record each decomposition (part) by a drawing or an equation (e.g., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>)</p> <p>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)</p>
--	--

### Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>Some students may need “hands on” approach.</p> <p>I will have physical shapes cut from paper and laminated for students to explore with.</p> <p>I will encourage the students to think about what they already know about addition.</p>
---	---

--	--

### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Addition, Sum, Total, Quantity</b>
---	---------------------------------------

### Materials

Materials needed by teacher for <b>this lesson.</b>	
Materials needed by students for <b>this lesson.</b>	

### 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	<b>Introduction:</b> Question and Answer	I will ask students if they can tell me what we have been working on in math this week. I will build from their answers and introduce addition when we only know one number and the sum. This is “decomposition”.
15 min	<b>Instruction: Spoken Lesson &amp; Google Doc and Draw Activity</b>	<p>We will do a brief review of standard addition. Once students have comfortably completed the review questions, I will introduce an addition problem that has an unknown quantity, but a known sum.</p> <p>I will model the addition sets with students.</p> <p>Students will use counting pieces to model their own addition problems. I will also assign specific problems in order to gauge whether the students are grasping the concept.</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.
10 min	<b><u>Closure:</u></b> <b><u>Review</u></b>	To close the lesson, I will introduce students to the Google Doc and Draw Activity Sheet. I will instruct students on how to use the document and answer all questions.  Finally, I will ask students to verbally review the lesson. "Class, what have we learned in math today?" "How could this be useful to us?"

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.Remediation students may need additional supports. This may require extra time during recourse hour or tutoring after school. 504's may require visual or hearing accommodations such as sitting near the teacher or board. Sensory issue students may have difficulties with the Google Doc worksheet. I will allow students to physically model addition problems to me in order to track progress.
--	--

**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>Verbal lesson.</b> <b>Hands on approach.</b> <b>Integrating technology through Google Docs.</b> <b>Physical worksheet that allows students to model.</b>
--	--

**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.	
------------------------	--

**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>
---	---------------------------------------

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>