Name Brittney Curran

Lesson Plan

Learning Segment Focus Comparing Numbers Using Splash Math **Lesson** 1 of 1

Course & topic addressed Mathematics **Date** March 10, 2020 **Grade** Kindergarten

Student Outcomes

Specific learning **objectives** for this lesson.	Students will learn how to compare numbers when they see two numbers and tell which number is bigger and which number is smaller.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students will already have a basic understanding of the values of the number 0-10 so they will be able to tell which one is bigger or smaller in comparison.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	When pairing up students for group discussion, I could pair students from different backgrounds, different learning levels, and different ages together.

State Academic Content Standards

List the **state academic content standards** with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.K.CC.C.6: Identify whether the number of objects in one group from 0-10 is greater than (more, most) less than (less, fewer, least), or equal to (same as) the number of objects in another group of 0-10. AR.Math.Content.K.CC.C.7: Compare two numbers between 1 and 10 presented as written numerals.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Greater than, less than, equal, same as, more, fewer, most, least

Academic Language Support

What are the **Academic Language Function(s)** (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned **Academic Language Supports** will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three **Academic Language Demands (vocabulary, syntax, and discourse)?**	In order to teach the vocabulary words of greater than, less than, and equal, I will write them on the board and explain to the class what these words mean. I will also find a song or a chant that helps the students remember the difference between greater than and less than so they are able to know the differences in a more fun way than just having to memorize the information.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smart Board (or whiteboard with markers), worksheet, iPads with Splash Math app, pencils
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	N/A

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
10 minutes	**Introduction**: Introduction (10 minutes)	Before I start the lesson, I will quickly review with students to make sure they understand the values of the number 0-10. I will then explain to the students that we will be leaning about the difference between greater than, less than, and equal when comparing numbers. I will ask if any students know what these three words mean and have a few students answer. Then, I will group them up and have them share with their partner what they do know about numbers in general.
45 minutes	**Instruction:** Instruction (30 minutes) Splash Math (15 minutes)	To begin instruction, I will start by drawing the greater than, less than, and equal signs on the board. I will then write characteristics of each under the symbols so the students can visualize it. I will also play a song for the class that compares the terms greater than, less than, and equal so the students are able to remember these terms better than just memorizing it. We will practice this song a few times in the class until I am sure that the students understand the concept. Then, I will do a couple of examples with the whole class comparing numbers between 0-10. After the students understand the terms greater than, less than, and equal, they can continue to practice the concept of comparing numbers on Splash Math.
5 minutes	**Closure:** 5 minutes	To close out the lesson, I will put three final problems on the board over comparing numbers and I will have 3 students come to the board and circle the number that is the biggest.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	To modify this instruction, I can work one-on-one with the student(s) who are struggling while they are playing the Splash Math game and walk them through each problem so they actually understand. I could also give them more time to work on the problems outside of this lesson (maybe during independent work time) to make sure they truly are mastering this concept of comparing numbers.

Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) **to ensure all student needs are met?** (All students who are not on specific plans mandated by federal and state law.)	In order to make sure that all of my students needs are being met, I will make sure that this lesson can accommodate all 3 of the learning styles. For visual learners, they will benefit when I draw the signs on the board and write the characteristics of each. The auditory learners will benefit from listening and signing the song in class. And the hands-on learners will benefit by repetitively practicing the concept on Splash Math.

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).	☐ Formative /☐ Summative	I will check the progress of the students on the app Splash Math to see how well they understand the concept.
	☐ Formative /☐ Summative	
	☐ Formative /☐ Summative	

Research/Theory

Explain **connections to theories and/or research** (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using **principles of the connected theories and/or research.**	According to research, technology in the classroom isn't a hinderance, but it boosts children's desire to learn, and it can help improve their test scores since they think they are just playing games, but they are really learning. By having students play Splash Math after we finish the lesson, they will be reinforcing everything I taught them, but in a fun way that doesn't make it feel like they are learning

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

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