

Name Bailee Farmer

Lesson Plan Template

Lesson Segment Focus Word Problems

Lesson _____ of _____

Course & topic addressed Math

Date _____ Grade _____

Student Outcomes

Specific learning objectives for this lesson.	Solving two step addition problems within 100 using a visual representation to solve
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students know how to add and they have experience on google docs and google drawing, they will use this prior knowledge to meet the objectives for this lesson
Knowledge of students background (personal, cultural, or community assets)	By second grade students have developed an understanding of addition and subtraction. This lesson will build on that knowledge and encourage them to incorporate technology into this component

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.A.1 • Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions • Represent a strategy with a related equation including a symbol for the unknown number
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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 will be provided with an example handout that we have preciously worked in order to reference back to
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Addition, Subtraction, Less than, More, Difference, Sum
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Materials

Materials needed by teacher for this lesson.	Smart Board
Materials needed by students for this lesson.	Laptops

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>Introduction: Mini Lesson</p>	I will conduct a brief mini lesson with a word problem and google drawing to give an example of what I expect out of the students in this activity
20 min	<p>Instruction:</p> <ul style="list-style-type: none"> Tell the students what to do and remind them of the mini lesson we just conducted The students will be doing this project individually 	<ul style="list-style-type: none"> The students will all be assigned a word problem that will be shared with them on google docs to solve by drawing a visual representation of the problem on google drawings <p>For Example: I will share a doc with each student that will have a word problem such as: Brad, Casey, and Jennifer are trying to save up money to go to the movies. They need to raise \$45 total. Brad has \$15, Casey has \$10, and Jennifer has \$18.</p> <ol style="list-style-type: none"> How much money did they raise total? Use base ten block representations to draw a visual for each amount. How much more money do they need to raise to have \$45? Use base ten block representations to draw a visual
5 min	<p>Closure: Reviewing the answer</p>	I will work the problem on the board to show the class the correct way it should have been worked

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Students who are not grasping the concept will be pulled into small groups of 3-5 students in order to pin point areas of weakness. If needed, students with IEP or 504 plans will be given an opportunity to complete the assignment with simplified instructions, additional resources, or multiple-choice questioning.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will allow students to refer to the handout with an example on it Students will be able to ask questions if they do not understand
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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>;
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