

# Lesson Plan Template

Lesson Segment Focus reading, math, and science

Lesson 1 of 1

Course & topic addressed Reading, Math, and Science

Date 10/28/18 Grade 1st

**Student Outcomes**

Specific learning objectives for this lesson.	How to play Jeopardy, and answer certain questions.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	There is no connection to previous lesson.
Knowledge of students background (personal, cultural, or community assets)	Just knowledge of reading, math, and science questions

**State Academic Content Standards**

<p>List the state academic content standards with which this lesson is aligned. Include state abbreviation and number &amp; text of the standard.</p>	<p><b>RF.2.2.A</b></p> <p>Distinguish vowels (long, short, variant) in spoken one-syllable words.</p> <p><b>RF.1.2.A</b></p> <p>Distinguish long from short vowels in spoken one-syllable words.</p> <p><b>3. 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. [AR Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other for survival.]</b></p>	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%; vertical-align: top;"> <p>AR.Math.Content.K.OA.A.1</p> </td> <td style="vertical-align: top;"> <p>Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, <i>expressions</i> (e.g., 2+3), or <i>equations</i> (e.g., 2+3 = )</p> <p>Note: <i>Expressions</i> and <i>equations</i> are not required but are recommended by the end of Kindergarten.</p> </td> </tr> </table>	<p>AR.Math.Content.K.OA.A.1</p>
<p>AR.Math.Content.K.OA.A.1</p>	<p>Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, <i>expressions</i> (e.g., 2+3), or <i>equations</i> (e.g., 2+3 = )</p> <p>Note: <i>Expressions</i> and <i>equations</i> are not required but are recommended by the end of Kindergarten.</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?          What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>I will ask them where they find most of the animals in the science questions to help them understand what a habitat is.</p> <p>I can give different types of examples for the students that have a higher academic development and lower academic development.</p>
---	---

### Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p>Habitat Sum</p>
--	------------------------

### Materials

<p>Materials needed by teacher for <b>this lesson.</b></p>	<p>Jeopardy PowerPoint</p>
<p>Materials needed by students for <b>this lesson.</b></p>	<p>Nothing but their brains 😊</p>

### 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.
10 min	<u>Introduction:</u>	For the introduction I will first ask the children if they have ever watched or played the game Jeopardy. If some of them have I will ask them to explain it to the class. After I let the students explain the game I will go over it one more time and then ask if anyone has any questions.
30 min	<u>Instruction:</u>	I will let the children move their chairs around so that they can see the smartboard and get ready to play the game. Once the children are ready I will split them into three groups and let them play on teams. I will have one person be score keeper for me if they want to if not I will keep score.

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.
10mins	<b><u>Closure:</u></b>	When all the questions are answered we will then tally up the scores to see which team wins, then we will go over the questions again to make sure no one has any questions.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	.I will let students move closer to the board if they need to and if I have a students with ADHD I will have them come up and help me click through the slides.
--	---

**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will change the questions to the game if necessary.
--	---

**Assessments: Formative and/or Summative**

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

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.	
--	--

**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>