Name_Bethany Niswonger_____

Lesson Plan

Learning Segment Focus_____Math_____Lesson _____1_____of_____1___

Course & topic addressed __Math, DreamBox app_____Date____10/14/20____ Grade_K_____

Student Outcomes

Specific learning **objectives** for this lesson.	The students will gain an understanding or the app that will be used in centers at a later time.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	The students understand the technology that will be used and the technology rules of the classroom.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	There is no bias present in this lesson.

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.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 =)**

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**DreamBox, Neighborhood, Awards, Arcade, Lessons**

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)?**	

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	iPad and app
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	iPad and app, as well as their individual login

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)
5 minutes	**Introduction**: **Allow students to access iPad and get ready for instruction**	I will have the students get their iPad ready for the lesson by turning them on and opening the app to the login screen.
40 minutes	**Instruction:** Students will enter their login information Students will create their avatar Students will be introduced to content Students will explore content	Students will enter the login information provided to them and begin to create their avatar. They will move on to exploring the 6 different areas in the neighborhood with an explanation of each from me. They will enter into an area they choose and complete the activities at their own pace.
5 Minutes	**Closure:** Explain to students when to use	Explain to students that the app will be available in the technology center to access during the week. They are free to explore their neighborhoods and meet their learning goals.

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.)	There should not be a need for accommodations with this activity as it is designed to be used as a form of intervention for most students.

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.)	

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	
	☐ 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.**	

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;
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