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Lesson Plan Template

Lesson Segment Focus Addition using objects. Lesson 1 of 1

Course & topic addressed Math- Addition by counting objects. Date 11/5/18 Grade K

Student Outcomes

Specific learning objectives for this lesson.	Students will use different manipulatives in the classroom to perform addition operations.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have been counting and now they will be counting the total number of two sets of objects.
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.	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., $2+3 =$) Note: Expressions and equations are not required but are recommended by the end of Kindergarten.
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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?	Teacher will provide manipulatives (counting blocks) to each student and instruct them on how to use them in order to understand the concept of counting objects to add.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Add, Plus
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Materials

Materials needed by teacher for this lesson.	Counting blocks, iPad, Chalkboard
Materials needed by students for this lesson.	Counting blocks, iPad

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.
1 minute	<u>Introduction:</u>	“Boys and girls, we have been using our counting blocks to count to different numbers and today, we are going to use those to add different sets of numbers. Once we have gone over several examples together, we will use the Math Problem Solver app on our iPads to practice adding!”
30 minutes	<u>Instruction:</u>	<p>-Teacher instructs everyone to take out their counting blocks.</p> <p>“Today we will learn how to use different objects to add.</p> <p>First, I want everyone to follow me, with one hand, everyone hold up 2 fingers, now with the other hand, I want you to hold up 4 fingers, now together let’s count how many total fingers we are adding up, right hand first (pointing) 1,2 now the left hand 3, 4, 5, 6. We are holding up 6 total fingers! Great job class!</p> <p>Now with the right hand hold up 3 finger and on the left hand hold up all 5 fingers, count the total number of fingers to yourself and raise your hand when you thinkg you have correct answer. (Teacher choose a volunteer) 8! Correct you are holding up a total of 8 fingers.</p> <p>Let’s try another way,</p> <p>For example, if I have a stack of 5 blocks, and a stack of 3 blocks, to get the total I simply look at both sets as one and count the total number of blocks.”</p> <p>Teacher holds up both sets to the class and demonstrates, pointing to each block.</p> <p>“I can count this top set 1, 2, 3, 4, 5, then the bottom set, 6, 7, 8, so I have added that top to the bottom to get 8. There are 8 total blocks.”</p> <p>“Look at this example on the board, I have 3 apples and 6 oranges. Let’s count them all together, the top line first, which are the apples (1,2,3) and then the bottom line which are the oranges (4,5,6,7,8,9) good, so we have a total of 9 pieces of fruit!”</p> <p>“Now I will give you two numbers, create a set of blocks to represent each number, then I will give you a chance to count both sets of objects and give me the total number, this is all adding is! Please</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.
		<p>count quietly to yourself and raise your hand when you have finished counting and think you have the right answer and I will call on someone to give me the correct answer.”</p> <p>“Let’s do the first one together...Ok make sets for the numbers 2 and 9 (Teacher demonstrates putting together a stack of two and a stack of 9 while students are doing their own) Now, put the stack of 9 above the stack of 2, lets count both stacks out loud together! (first stack 1, 2, 3, 4, 5, 6, 7, 8, 9 and second stack 10, 11) so we have a total of 11 blocks! Great job boys and girls.</p> <p>-Teacher calls out 8-10 examples for students to work on and then volunteers to give their answers. As the students are doing this activity on their own, walk around the class to monitor and give any assistance that may be needed.</p> <p>“Okay class, now that we have this adding down, let’s use the Math Problem Solver app on our iPads to practice more!”</p> <p>-Tech helpers pass out an iPad to each person at their table.</p> <p>-Teacher holds up her iPad and points to the Math Problem Solver icon and tells students to click on the first-grade section and then click on the adding up to 20 section while demonstrating.</p> <p>“Just like we did with our counting blocks, I want you to count the objects on the top line and keep counting through the objects on the bottom line, then click on the correct answer.”</p> <p>-Students will continue to practice until they have completed all addition problems.</p>
2 minutes	<u>Closure:</u>	<p>“I hope everyone enjoyed this first lesson in addition, you all did an awesome job today! Let’s go over a few more addition problems just to be sure we have this down.”</p> <p>-Teacher draws several more examples on the board and calls on volunteers to come up front and count the total objects.</p>

Accommodations/Modifications

How might I modify instruction for:	Instruction can be modified for students who need additional practice, they can play the math problem solvers addition game several times to get more practice, also they may need additional practice using the counting blocks. For more advanced student, you may have them come up with a few adding object problems of their own for the class to solve or you may allow them to go on to adding a higher number of objects on the Math Problem
Remediation?	

Intervention? IEP/504? LEP/ESL?	Solver app.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Add more methods of adding objects in the classroom, maybe draw more examples on the board or have students add up pencils, crayons, and books. We may have a few of the students who are struggling with counting sit closer to the teacher so that the teacher gets their undivided attention and they can see the specific example a little closer.
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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>; <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>