

## Lesson Plan

**Learning Segment Focus Math**

**Lesson 1 of 1**

**Course & topic addressed Math – Odd and Even Numbers**

**Date Fall 2020 Grade 2<sup>nd</sup>**

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students should be able to identify/list odd and even numbers up to 20.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Previously students have began counting by 2s and 5s. This can help them know which numbers are even and odd numbers.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.2.OA.C.3 • Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2s)
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Odd numbers, even numbers,</b>
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (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?</p> <p>What planned <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smartboard, office excel program, notebooks
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Pencils, notebooks, one laptop per group

**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	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• Introduce odd and even numbers</li> <li>• Explain activities and expectations</li> </ul>	<p><b>ME</b> I will begin by introducing the topic of odd and even numbers to my students. I will ask them what they already know about the topic and give them a chance to speak. I will then go over the activities we will be doing that day. The first activity will be counting various objects around the classroom and writing down how many we find. Students will do this in my classroom and the music classroom later on in the day. The next activity will be done as we walk down the hallways. We will keep count of how many objects we see on two different hallways. During the last activity, we will go on a walk and count the objects we see.</p> <p><b>STUDENTS</b> Students will begin this lesson by listening as I explain the concept behind odd and even numbers. They will be given the opportunity to share any knowledge they make already have about the topic.</p>
15 minutes 15 minutes 20 minutes	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Classroom activity</li> <li>• Hallway activity</li> <li>• Outdoor activity</li> </ul>	<p><b>ME</b> For 15 minutes, I will lead the students in taking count of the listed items in the classroom. For the next 15 minutes, I will lead the class in completing both the hallway activity and the music room activity. For the next 20 minutes, I will lead the students on a walk to complete the outdoors part of the lesson. We will then go back into the classroom and look at our notes to fill in the chart on excel. We will then discuss which objects have even or odd numbers.</p> <p><b>STUDENTS</b> For 15 minutes, the students will take count of the number of the items in our classroom. For the next 15 minutes, they will walk to the music room and back, completing both the hallway and classroom activity. For the last 20 minutes, we will go on a walk and take count of the listed things we see.</p>
15 minutes	<p><b><u>Closure:</u></b></p> <ul style="list-style-type: none"> <li>• Discuss results</li> </ul>	<p>We will then go back to the classroom, fill in our charts and discuss which numbers are odd and which are even.</p>

**Accommodations/Modifications**

How might I <b>modify</b> instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)	.
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**Differentiation**

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b> (All students who are not on specific plans mandated by federal and state law.)	
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**Assessments: Formative and/or Summative**

Describe the <b>tools/procedures</b> 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**

Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> .	
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**Lesson Reflection/Evaluation**

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> 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>;  
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