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Lesson Plan

Learning Segment Focus Mathematics Lesson 1 of 1

Course & topic addressed Skip Counting Date Fall 2020 Grade 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will have learned numbers within 100 and how to skip count by 5, 10, and 100.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Based on learning how to count to 120 in the 1 st grade, counting within 100 and skip counting is appropriate for students to begin learning.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Learning to skip count is appropriate because students are beginning to count coins and other groups of objects, even outside of the classroom.

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.2.NBT.A.2 • Count within 1000 • Skip-count by 5s, 10s, and 100s beginning at zero
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	
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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) ?	I plan on using various educational videos as support throughout this lesson. These videos will give more explanation over the subjects and will be closed captioned so that students can both hear and see the words being said.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Number line, computer, YouTube, pointing stick, dry erase board and markers, activity print outs
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Computers, pencils, dry erase boards, activity print out

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><u>Introduction:</u></p> <ul style="list-style-type: none"> • talk about counting and its importance • review counting to 100 	<p>ME I will begin the lesson by asking for student volunteers to say the highest number they can count to. I will then explain the importance of being able to count. I will ask students what type of things they can count. I will then explain that we are going to watch three videos, participate in discussion, then complete some worksheets.</p> <p>STUDENTS Students will begin the lesson by being active in the introduction discussion. They will give examples of things they need to be able to count. Students will listen as I explain the goals and activities for the lesson.</p>
35 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • watch videos about skip counting • discuss and practice skip counting aloud • play online games • complete worksheets 	<p>ME I will play three videos about the different skip counting we will be doing. After each video, we will review, practice, and discuss the information from the video. After the discussion for each video, I will pass out worksheets and take note of which students appear to be struggling. I will offer help when needed. After finishing the worksheets, students will have the option to play online games about skip counting or they can choose to read.</p> <p>STUDENTS Students will watch and discuss each of the three videos. After participating in the discussions, students will complete worksheets over skip counting. Once they have finished their work, they can choose between playing online games over skip counting, or they may read.</p>
15 minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • review 	<p>ME I will review the lesson and allow students to see who can skip count by 5 the highest. I will let the winner pick a prize.</p> <p>STUDENTS Students will compete to see who can skip count by 5. The winner will pick a prize.</p>

Accommodations/Modifications

How might I modify instruction for: <i>Remediation? Intervention?</i> <i>IEP/504? LEP/ESL?</i> (All students who have plans mandated by federal and state law.)	I will modify instruction by having closed captioning on all of the videos that I play for the students.
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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.)	
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	The worksheets completed by students will help me to complete a formative assessment of their understanding.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> 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 .	
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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>;
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