

Lesson Plan

Learning Segment Focus: Counting and Cardinality **Lesson 1 of 1**

Course & topic addressed: Math **Date:** August 20, 2020 **Grade:** Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> - Students will learn to count to 100 by 1s, 5s, & 10s. - Students will learn to represent and write to 20.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	<ul style="list-style-type: none"> - Students will need to learn their numbers so that they can learn to add and subtract later on in the year.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	<ul style="list-style-type: none"> - Student will use numbers and counting everyday in their normal life.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<ul style="list-style-type: none"> - AR.Math.Content.K.CC.A.1 Count to 100 by ones, fives, and tens - AR.Math.Content.K.CC.A.2 Count forward, by ones, from any given number up to 100 - AR.Math.Content.K.CC.A.3 Read, write, and represent numerals from 0 to 20
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> - Count - Numbers - Represent - Read - Write
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Academic Language Support

<p>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?</p> <p>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)?</p>	<ul style="list-style-type: none"> - I will give an example of each vocabulary word so that students have a better understanding.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> - Computer - Projector - Printer - Paper - Counting (padlet.com)
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> - Tablets - Pencil - paper

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)
5-10 min	<p><u>Introduction:</u> Talk about what the lesson will be.</p>	<p>I will ask students if they know what numbers are. I will make sure they understand the vocabulary before we start the lesson.</p>
25-35 min.	<p><u>Instruction:</u> Go to padlet</p>	<p>We will go to Padlet and view the videos. Then we will work on our writing papers. Then we will work on our representation paper.</p>
10-15 min	<p><u>Closure:</u> Quizlet</p>	<p>Students will complete the quizlet on their Ipad.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by</p>	<ul style="list-style-type: none"> - I will have a teacher assist or/and have them work with a peer.
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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.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)	- I have electronic and paper-based activities
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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	Writing Numbers (Padlet)
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Representing Numbers (Padlet)
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Quizlet (Padlet)

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 .	IDK
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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>