**Name:** Cason Burk

**Lesson Plan**

**Learning Segment Focus:** IXL Math **Lesson 1 of 1**

**Course & topic addressed:** Math  **Date: 10-15-2020 Grade:** Kindergarten

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning **objectives** for this lesson. | Assess math skills |
| Justify how learning tasks are appropriate using examples of **students’ prior academic learning**. | This will show where students stand on math skills. |
| Justify how learning tasks are appropriate using examples of **students’ personal, cultural, linguistic, or community assets**. | This will show students that they can practice till they learn the topic. |

**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.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality * AR.Math.Content.K.CC.B.5 Count to answer “how many?” * AR.Math.Content.K.CC.C.8 Quickly identify a number of items in a set from 0-10 without counting (e.g., dominoes, dot cubes, tally marks, ten-frames) |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the content? | * Numbers |

**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 will read the questions for the students, since they will probably will not be able to read them. |

Materials

|  |  |
| --- | --- |
| Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | Computer or ipad, projector |
| Materials needed by **students** for this lesson. (computers, journals, textbook, etc.) | Computer or ipad |

**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. | **Introduction**:  Explain plan | Introduce the app or website and tell them what they will have to complete. |
| 30-45 min | Instruction:  Lesson 1  Lesson 2 | Walk through lesson 1 with them under the projector. Then have them complete lesson 2. |
| 10-15 min. | **Closure:**  scores | Go over the scores and if they will need to practice more. |

**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.) | I will have a teacher assist them. |

**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 will provide assistance and more directions if needed.** |

**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 | IDK |
| ☐ Formative /☐ Summative | IDK |
| ☐ Formative /☐ Summative | IDK |

**Research/Theory**

|  |  |
| --- | --- |
| Explain **connections to theories and/or researc**h (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 |

**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>; <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>