Name__Heather Benge_____

Lesson Plan

Learning Segment Focus____Math_____ **Lesson** ____1_____of___1_____

Course & topic addressed __Math/Health_____ **Date**__4/15/2021_____ **Grade**___K___

Student Outcomes

Specific learning **objectives** for this lesson.	❖ Learn different types of candy students enjoy for Easter. ❖ Comparing what the students received in the class. ❖ Find the averages of what everyone received in their baskets.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	❖ Students have learned how to count. ❖ Students have discussed their favorite types of candy.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	❖ Most all students in the class celebrate Easter. ❖ Those from different cultures still celebrate Easter.

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.1.NBT.A.1
	  Count to 120, starting at any number less than 120 • In this range, read and write numerals and represent a number of objects with a written numeral.
	• AR.Math.Content.1.NBT.B.3
	  Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	**Easter** **Candy** **Bunny** **Egg**

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)?**	❖ Having the numbers one through 20 listed would be beneficial for children to count along. ❖ The class and I would count pieces in ones, twos, and threes. ❖ Using our spreadsheet from Excel, the class will be able to find the sum and the average of the candy presented.

Materials

Materials needed by **teacher** for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	❖ Computer ❖ Spreadsheet/Excel ❖ poster of different types of candies. ❖ Poster of numbers ranging from 1 to 20
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	❖ Chromebooks ❖ Excel

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 mins.	**Introduction**: Introduction to lesson	❖ Teacher will explain to children that they will be discussing, counting , an averaging candy that they received for Easter.
30-35 mins.	**Instruction:** Teacher will instruct the children on how they will use a spreadsheet in their lesson.	❖ Teacher will discuss with the children the various kinds of candy found in an Easter basket. ❖ Teacher will discuss with children how they will be using the sum to add the total amount of candy received by each child. ❖ Teacher will take a tally of candy received from each child. ❖ Teacher will discuss how they will be averaging the amount of candy received by each child. ❖ Teacher will instruct children on how to enter data in the cells provided. ❖ Teacher will show children how to find the sum and average in Excel.
5-10 mins.	**Closure:** Q&A	❖ Teacher will close lesson with a question and answer session with students.

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.)	❖ Peer helpers can assist classmates when having difficulties. ❖ Teacher can arrange desks so students with vision and hearing difficulties would have better accessibility.

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.)	❖ **Tutorial videos could be assessed on Google classroom.** ❖ **vocabulary and definitions can be displayed on the board.**

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	
	☐ Formative /☐ Summative	
	☐ Formative /☐ 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.**	

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