

Name Heather Bengel

Lesson Plan

Learning Segment Focus Math Lesson 1 of 2

Course & topic addressed Math/Health Date 11/9/2020 Grade K

Student Outcomes

Specific learning objectives for this lesson.	<ul style="list-style-type: none"> ❖ Learn different types of foods available for healthy diet. ❖ Comparing what the different students in the class like. ❖ Find the averages of what everyone likes.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	<ul style="list-style-type: none"> ❖ Students have learned different kinds of foods and what category they belong in. ❖ Students have learned of three types of food and how important they are to their health.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	<ul style="list-style-type: none"> ❖ Obesity is prevalent in 18.4% in children ages 6-11 years old. ❖ Children in the class come from different socioeconomic backgrounds with different diets and eating habits.

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.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 $<$
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Fruit Vegetable Meat Fiber Protein
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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 think having a list of the fruits would be beneficial for children to see along with vegetables and meats. ❖ I think having the numbers one through 20 listed would be beneficial for children to count along. ❖ The class and I would discuss the process of eating healthy and the benefits that it gives growing children. ❖ Having pictures available for children to see would help them in understanding which fruit, vegetable, or meat is available for them. ❖ Using our spreadsheet from Excel, the class will be able to find the sum and the average of the foods presented.
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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 ❖ Spreadsheet/Excel ❖ poster of different types of vegetables, fruits, and meats. ❖ Poster of numbers ranging from 1 to 120
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> ❖ 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.	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> ❖ Introduction of Ms. Heather’s Market 	<ul style="list-style-type: none"> ❖ Teacher will tell the students that they are going to do a project that will help them determine who likes certain foods in their class. This project is called Ms. Heather’s Market
30-35 mins.	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> ❖ Teacher will explain to the children each part of the process of what they will be learning for their Excel sheet. 	<ul style="list-style-type: none"> ❖ Teacher will discuss different fruits and the benefits of fruit. ❖ Teacher will discuss different vegetables and the benefits of vegetables. ❖ Teacher will discuss different meats and the benefits of meats. ❖ Teacher will tally the results of what students like from each category. ❖ Teacher will enter the results into the spreadsheet. ❖ Students will be able to count the averages of each of the numbers along with the total some of each group.
10 mins.	<p><u>Closure:</u></p> <ul style="list-style-type: none"> ❖ Q&A 	<ul style="list-style-type: none"> ❖ Teacher will have discussion with students and answer questions as prompted.

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 federal and state law.)</p>	<ul style="list-style-type: none"> ❖ Peer helpers can assist classmates when having difficulties. ❖ Teacher can arrange desks so students with vision and hearing difficulties would have better accessibility.
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Differentiation

<p>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.)</p>	<ul style="list-style-type: none"> ❖ Tutorial videos could be assessed on Google classroom. ❖ vocabulary and definitions can be displayed on the board.
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Assessments: Formative and/or Summative

<p>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).</p>	<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

<p>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.</p>	
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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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