



**Lesson Timeline with Instructional Strategies & Learning Tasks**

<b>Amount of Time</b>	<b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b>	<b>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)</b>
15	<p><b><u>Introduction:</u></b> Refresh and go over past lesson where we learned addition and subtraction with smaller numbers</p>	<p>Teacher will be writing down equations like 2+2, 5+5, 10+10 Students will be helping me answer the equations as I write them on the board.</p>
40	<p><b><u>Instruction:</u></b> Teaching how to add and subtract with numbers up to 20.</p>	<ul style="list-style-type: none"> <li>• Teacher will tell students that each student has a certain amount of money. Everyone is different.</li> <li>• Teacher will make a scenario that we are going grocery shopping.</li> <li>• Teacher will have the students write down how much money they have and how much money they are going to spend at the store.</li> <li>• The student’s job is to use subtraction to find out how much they have left over after the shopping trip.</li> <li>• Students can also add up each individual item they bought to see what each thing costs.</li> </ul>
5	<p><b><u>Closure:</u></b> Have the students do the same thing but different scenario.</p>	<p>Students will have to get in groups to work together to see if what they learned with the teacher was comprehended in order to do it again correctly.</p>

**Accommodations/Modifications**

<p>How might I <b>modify</b> 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>	<p>.</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b></p>	
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(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 <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	<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**

Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> .	
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**Lesson Reflection/Evaluation**

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> 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:EsQcNWuG1Z0J: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>;  
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