Name: Hannah Bridger

Lesson Plan

Learning Segment Focus: Operations & Algebraic Thinking Lesson: 1 of 1

Course & topic addressed: Math Date: 11/5/2020 Grade: 1st

Student Outcomes

Specific learning objectives for	Add and Subtract within 20, demonstrating fluency for addition and subtraction within 10. Use
this lesson.	strategies such as counting on; making-ten; decomposing a number leading to a ten; using the
	relationship between addition and subtraction; and creating equivalent but easier or known sums.
Justify how learning tasks are	This will help students learn how to add in subtract in different ways. This will also help by being
appropriate using examples of	able to think about it and solve it in their heads rather than always needing to work it on with pencil
students' prior academic	and paper.
learning.	
Justify how learning tasks are	This lesson will show students how to use math on a daily basis. Especially when they start
appropriate using examples of	counting how much things cost vs. how much they have to spend.
students' personal, cultural,	
linguistic, or community	
assets.	

State Academic Content Standards

List the state academic content	AR.Math.Content.1.OA.C.6
standards with which this lesson is	
aligned. Include abbreviation, number &	Add and Subtract within 20
text of the standard(s).	

Key Vocabulary

What vocabulary terms/content specific	Decomposing a Number, Known Equivalent, Addition, Subtraction
terminology must be addressed for	
students to master the content?	

Academic Language Support

Academic Language b	սիիու	
What are the Academic Langua	ge Function(s) (the content	
and language focus of the learning	g task represented by the	
active verbs within the learning of	objectives/outcomes) and	
explain how they are utilized in t	he lesson plan?	
What planned Academic Langu	age Supports will you use to	
assist students in their understand	ding of key academic	
language to express and develop	their content learning and to	
provide varying supports for stud	lents at different levels of	
Academic Language development	nt? How do these supports	
address all three Academic Lan	guage Demands	
(vocabulary, syntax, and disco	ırse)?	

Materials

Materials needed by teacher for this lesson. (such as books,	Word problems, Books, Computer
writing materials, computers, models, colored paper, etc.)	
Materials needed by students for this lesson. (computers,	Pencil and Paper, Tablet
journals, textbook, etc.)	

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)
15	Introduction: Refresh and go over past lesson where we learned addition and subtraction with smaller numbers	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.
40	Instruction: Teaching how to add and subtract with numbers up to 20.	 Teacher will tell students that each student has a certain amount of money. Everyone is different. Teacher will make a scenario that we are going grocery shopping. Teacher will have the students write down how much money they have and how much money they are going to spend at the store. The student's job is to use subtraction to find out how much they have left over after the shopping trip. Students can also add up each individual item they bought to see what each thing costs.
5	Closure: Have the students do the same thing but different scenario.	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.

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.)	

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.)	
mandated by rederar and state raw.)	
Assessments: Formative and/or Sun	motivo
Describe the tools/procedures that will be	☐ Formative /☐ Summative
used in this lesson to monitor students'	☐ Formative /☐ Summative
learning of the lesson objective(s) (include	☐ Formative /☐ Summative
type of assessment & what is assessed).	□ Tornative / □ 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 ?	TO BE FILLED IN AFTER TEACHING
What changes should be made?	
How will I use assessment data for next	
steps?	
L	

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

 $\frac{\text{http://www.mcneese.edu/f/c/9cb690d2/Lesson\%20Plan\%20Rubric\%20Aligned\%20with\%20InTASC.docx: https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf; }{\text{https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf}};$

 $\frac{https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf;}{https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx;}{https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx;}$

https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx

^{*}adapted from: http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;;