

Lesson Plan

Learning Segment Focus: Comparing Food Groups

Lesson 1 of 1

Course & topic addressed: Math

Date: 3/30/2020

Grade: K

Student Outcomes

Specific learning objectives for this lesson.	Students will learn how to categorize different foods into different food groups, colors, and sizes.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students have just learned the main colors and will learn how to sort based off of these colors. They are starting to learn about the different food groups and this activity will help expand on it.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Students do not all learn at the same rate. Therefore, we will go over the material more than once as a class and then go over individually if needed. Parents/Guardians don't always check on their child at home of how they are doing in school.

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.MD.B.3 Classify, sort, and count objects using both measurable and non-measurable attributes such as size, number, color, or shape.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Food Groups Colors Veggies Fruits Carbohydrates Meats Dairy Size
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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>	<p>Teacher will create a poster of the different food groups and students will draw different types of food and pin them on the poster. They will keep a list of foods they eat at home and bring it to school with them everyday to see what types of foods they are eating.</p> <p>Students will work together to understand each food group fully.</p>
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Banana, strawberry, apple, steak, chicken nuggets, m&ms, loaf of bread, milk, block of cheese, broccoli, carrots, swiss roll, marker, copy paper, projector
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Colored pencils, markers, copy paper
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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)
10 minutes	Introduction: Review (10 min)	Teacher will review the different colors students have learned with a color song. Teacher will go over the names of each item she has brought to class for the students to separate into different groups.
25 minutes	Instruction: Separate into food groups Separate into different colored groups Separate into sizes	As a class I will hold up each item and they will write down on their sheet of paper what food group they think it belongs in. After each food is held up, we will go over the right answers. Hold up each item again and have students write down which color it is and have them categorize them into warm and cool colors. Determine what food is big, medium, and small.
20 minutes	Closure: Develop a wall chart	Students will get in groups of 3-4 and create a chart with each different category to oversee each group.

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"> • Remediation: I will check the student's remediation requirements and try to incorporate that into the lesson making it not obvious to other students. • Intervention: If a student needs extra time, or something gone over more than once, I will make that happen in order for them to succeed. • IEP/504: I will follow the specific IEP/504 plan to accommodate to the student. • LEP/ESL: I will use google translate in the classroom often as well as sending letters home to parents. I will focus more on the English language for these students to help them adapt to how everyone else speaks.
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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>	<p>In order to meet every student's needs, I will encourage students to talk to their classmates about each individual problem. I will also be walking around the room making sure each student understands the lesson enough to move forward to the next task.</p>
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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 checked="" type="checkbox"/> Summative	<p>Creating charts</p>
	<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>	<p>Taking one assignment and using all types of language towards it helps the student learn and retain that information. Not only do we write it down on the worksheet, we also talk individually to our peers and to the class as a whole.</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>;
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<https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
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