

Name Hayley Capps

Lesson Plan

Learning Segment Focus Compare Numbers **Lesson** 1 **of** 1

Course & topic addressed Kindergarten Math **Date** 2/4/20 **Grade** K

Student Outcomes

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| Specific learning objectives for this lesson. | Students will learn how to differentiate which numbers are higher, lower, or equal to each other. |
| Justify how learning tasks are appropriate using examples of students' prior academic learning . | Students have previously learned how to count 1-10. Comparing the numbers is the next step in their learning process. |
| 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

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| List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | AR.Math.Content.K.CC.C.6 Identify whether the number of objects in one group from 0-10 is greater than (more, most), less than (less, fewer, least), or equal to (same as) the number of objects in another group of 0-10. |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the content? | <ul style="list-style-type: none"> • Greater than (>) • Less than (<) • Equal to (=) |
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Academic Language Support

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| <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>As the class continues to learn higher numbers such as 50-100, we will continue to take a moment to compare them using greater than, less than, and equal to.</p> <p>Students will be placed with other students at a table where if they need to discuss a certain problem, they can. The teacher will be walking around checking on students making sure they are grasping the material.</p> |
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Materials

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| Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | <ul style="list-style-type: none"> • Computer • Pencil • Graphic to explain lesson • Worksheet printed from graphic • Projector • White board markers |
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| Materials needed by students for this lesson. (computers, journals, textbook, etc.) | <ul style="list-style-type: none"> • Pencil • Worksheet printed from graphic |
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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) |
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| 12 minutes | <p><u>Introduction:</u></p> <p>Review (5 minutes)</p> <p>Explanation of symbols (7 minutes)</p> | <ul style="list-style-type: none"> • Teacher will start off the lesson by taking a step back and asking the students to count from 1-10 in their heads, writing it down, then saying aloud as a class. • Teacher will put on the board the different symbols that coincide with greater than, less than, and equal to. Examples will be given to the students visually, then the teacher will ask them to try to figure out a couple problems on their own. |
| 15 minutes | <p><u>Instruction:</u></p> <p>Comparing Numbers Worksheet (15 minutes)</p> | <ul style="list-style-type: none"> • Teacher will hand out the comparing numbers worksheet and read the instructions to the class. The teacher will then go over each of the symbol definitions one more time for the students. • Teacher will ask students to tell her what they instructions are, and what each symbol means to clarify if any student is having problems understanding. • As the teacher is walking around the class, they will be monitoring students making sure they have a basic knowledge of comparing numbers to each other. |
| 6 minutes | <p><u>Closure:</u></p> <p>Going over worksheet (6 minutes)</p> | <ul style="list-style-type: none"> • Teacher will display worksheet onto the board from a projector so the whole class can see. • After student's complete worksheet, teacher will call on students at random to come up to the board and draw the |

| 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) |
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| | | <p>symbol they thought was correct in the corresponding problem.</p> <ul style="list-style-type: none"> • Class will then go over what is wrong and what is right as a whole and explain why each problem received the symbol it did. |

Accommodations/Modifications

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| <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

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| <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

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| <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 | Worksheet |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |
| | <input type="checkbox"/> Formative / <input type="checkbox"/> Summative | |

Research/Theory

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| <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

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| What went well ? What changes should be made? How will I use assessment data 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>;
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