

Lesson Plan

Lesson Segment Focus: K-5 Splash Math ApplicationLesson: 1 of 1Course & topic addressed: Math – Number and Operations in Base TenDate: November 5, 2018Grade: 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will learn and understand that each digit in a specific number represents a specific amount of hundreds, tens, or ones.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be able to add within 100 using concrete models or drawings. Students should, also, be able to mentally find 10 more or 10 less than a given two-digit number, without having to count.
Knowledge of students background (personal, cultural, or community assets)	Based on an individual's background knowledge, students should be able to apply personal strategies learned when having trouble solving a specific problem such as using their fingers when counting.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	<p>AR.Math.Content.NBT.A.1</p> <ul style="list-style-type: none"> • Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g. 726 equals 7 hundreds, 2 tens, and 6 ones • Understand that 100 can be thought of as a group of ten tens – called a “hundred” • Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine groups of 100
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>As an educator, I hope to allow students time every day to review what they have specifically just learned the day and/or previous days before. I might, also, allow time for students to work with one another or in groups by playing review games such as using the “K-5 Splash Math” application. To provide support for students that might be struggling, I could allow more time to for those specific students to work on the application using the class set of iPads and/or tablets to review place value.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Number, Operations, Base Ten, Place Value, Amounts, Represent, Hundreds, Tens, Ones, Equals, Groups
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Materials

Materials needed by teacher for this lesson.	Access to Internet and/or Wi-Fi, Class set of iPads/tablets
Materials needed by students for this lesson.	iPad and/or tablet

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 minutes	<u>Introduction:</u>	As the teacher, I will first get the students engaged, ready to listen and learn. I will ask them to stand if they remember what concept of math we discussed the day before. Then, I will ask the students to sit and tell it to a classmate sitting near them in a whisper voice. The students, at this time, will be following the directions that I will be giving them.
15 minutes	<u>Instruction:</u>	<p>At this time, as the teacher, I will pass out the class set of iPads and/or tablets that are available through the school to use. When passing out the iPads and/or tablets, I will give students directions as to what they will be doing during this time which would include something like:</p> <ul style="list-style-type: none">- “Alright students, once you are given an iPad, please find a spot somewhere in the classroom. Be sure to not be sitting too close to one of your classmates! When you find a quiet spot, please find the Splash Math app. When you open the app, click on the grade you are in and find the balloon that has place value. That balloon should be green! Once you find the green place value balloon, get started! For those of you who need help finding it, please raise your hand and be patient!” <p>Students during this time will be working on and reviewing the concept of place value. By allowing students to work on iPads/tablets during this time integrates technology within the classroom and lets students to progress through the app at their own pace based on their personal abilities. Students will strictly only use the K-5 Splash Math application during this time and those who do not, will first get a warning and secondly, they will have to put their iPad/tablet away and go sit at their desk and work on a worksheet. As the teacher, I will be walking around the classroom during this time supervising that all students are trying their best and are on the correct application.</p>

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 minutes	Closure:	At this time, I will close this activity by telling my class how proud I am of them and their hard work/dedication they put into during this time. I will instruct the students to exit out of the app and lock their iPad/tablet. I might then instruct students to put their iPads/tablets up by, for example, instructing students who have blonde hair to go first and then students with brown hair will follow.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	This lesson plan can be modified for particular students in a variety of ways. If a student has ADHD, I might assign them to a spot in the classroom that is away from other classmates to allow them to greater their focus during this time. For students who might have visual and/or hearing issues, I might be able to allow them to have their sound turned up more than others.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	It is important that teachers allow students to work individually using this specific application. By doing so, allows each individual to work through the given math problems based on their own abilities and needs. Students can, also, progress through the given subject at their own pace to become successful and not being rushed leading them to failure.
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Assessments: Formative and/or Summative

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).	<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

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

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: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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