**Name: Heather & Evyn**

**Lesson Plan Template**

**Lesson Segment Focus: Comparing Numbers Lesson \_\_\_\_\_\_\_\_\_\_\_\_of\_\_\_\_\_\_\_\_\_\_\_\_**

**Course & topic addressed: Kindergarten Math Date: 10/2/2019 Grade: K**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | The students will be able to identify whether a group of objects is less than, greater than, or equal another group of objects. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | The students typically answer the questions concerning which group has more objects or which group has less objects. |
| Knowledge of students background (personal, cultural, or community assets) |  |

**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. | 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. |

**Academic Language Support**

|  |  |
| --- | --- |
| What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?  What will you do to provide varying supports for students at different levels of academic language development? | We decided to group the students who are falling behind the rest of the class together. By working together they do not feel like they need to cheat or that they are causing everyone to wait and they can feed off of each other’s knowledge. For the students that seem bored with the lesson we plan to give them groups with more than 10 objects to challenge them. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | More, most, less, fewer, least, same as |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Objects, Dry ease/smartboard, worksheets |
| Materials needed by students for **this lesson**. | Objects, pencil, coloring utensils |

**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.** |
| --- | --- | --- |
| 5-7 minutes | **Introduction**: **Explain the plan for the lesson today and group the class up.** | We plan to start this lesson off with explaining what all we have planned for the lesson. We will be going over less than, greater than, or equal to with groups of objects. We will watch a brainPOP and then take a quiz together as a class. |
| 30 minutes | Instruction: Watch the BrainPOP and work problems together as a class within our groups. | The BrainPOP will discuss less than, greater than, or equal to within the video and provide great vocabulary and examples. After the video we will work within our groups with the objects provided. They will have to count both groups and record their numbers and then compare them.  https://jr.brainpop.com/math/numbersense/comparingnumbers/ |
| 15 minutes | **Closure: This time will be to review and take our quiz.** | After our activities we will review what we learned and ask any needed questions. BrainPOP also provides a quiz at the end of our video which we will have printed off for our class and have displayed on the smartboard. We will read the question and answer the question aloud. We plan to check to make sure everyone followed the instruction and circled the appropriate answer, record a smiley face on their paper and send it home! |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | For the students will learning disabilities, we will include them in watching the video just like everyone else but will have someone helping them through the quiz privately. The person will be able to refer to the video and search for the answers with them. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | The instruction will be very clear, simple with a minimal amount of words to help the students feel not as afraid to read them. Along with the instruction we will have provided pictures to help the students guess what the words say. As well as words and pictures, we will be restating the instruction aloud to the class. |

**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). | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

|  |  |
| --- | --- |
| Identify theories or research that supports the approach you used. |  |

**Lesson Reflection/Evaluation**

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| --- | --- |
| What went well?  What changes should be made?  How will I use assessment data for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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>; <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>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>