

## Lesson Plan Template

**Lesson Segment Focus: Shapes, Greater than/Less than, addition, Subtraction**      **Lesson: 1 of 1**

**Course & topic addressed: Math**

**Date: 11/12/2019**

**Grade: K**

### Student Outcomes

Specific learning objectives for this lesson.	The specific meaning behind this lesson is to review addition/subtraction, shapes, and greater than/Less than in the classroom in a fun way.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students have already learned all of these standards so I made a game for the students to use as reviewing tool.
Knowledge of students background (personal, cultural, or community assets)	Most students have never heard of Jeopardy, I will have to explain and talk them through a couple of turns.

### 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><b>AR.Math.Content.K.OA.A.5 Fluently add and subtract within 10 by using various strategies and manipulatives</b></p> <p><b>AR.Math.Content.K.G.A.3 Identify shapes as two-dimensional (flat) or three-dimensional (solid)</b></p> <p><b>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</b></p> <p><b>For example: Use matching and counting strategies to compare values</b></p>
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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>They students will be free to use any poster on the wall as well as their resources on their desk.</p>
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Jeopardy, shapes, triangle, diamond, square, circle, cloud, sun, Heart, smiley face, Numbers 1-10, addition, subtraction.</b>
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### Materials

Materials needed by teacher for <b>this lesson.</b>	Powerpoint Game, projector
Materials needed by students for <b>this lesson.</b>	Posters on the wall

### 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.
10 minutes	<b>Introduction:</b> - Explain	Explain what jeopardy is and how we will be using it. I will talk them through a couple of turns.
30 minutes	<b>Instruction:</b> - Jeopardy Game	During this time the class and I will be using the PowerPoint I created to review over several standards that they have previously learned. This will be used as a refresher.
5 minutes	<b>Closure:</b> - <b>Send parents a message</b>	During this time, I will update parents on what we had played in class and share the link for them to play at home as a game with their child if they are interested.

### Accommodations/Modifications

How might I modify instruction for:  Remediation? Intervention? IEP/504?	
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LEP/ESL?	
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	
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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>; <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>