

Name: Jadyn Brown

Lesson Segment Focus Splash Math

Lesson 1 of 3

Course & topic addressed Addition and Subtraction

Date: 10/16/2019 Grade: Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	The students must know how to already count up to 10 and must already know addition and subtraction. This will be a drill and practice.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Our previous lesson was over adding and subtracting numbers. Ex: $1+1+2$, $1+2=3$, etc.
Knowledge of students background (personal, cultural, or community assets)	Should be able to determine which students are struggling with grasping the concept of adding number and subtracting number, and identifying students who are ahead and eager to learn more

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.OA.A.5 – Fluently add and subtract within 10 by using various strategies and manipulatives
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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?	I will review the content that they should know, and then send them back to their seats and have them start doing individual work.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Addition Subtraction Drill and Practice Manipulatives Numbers Counting Take Away
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Materials

Materials needed by teacher for this lesson.	Smart Board Marker Worksheets iPad with Splash math downloaded
Materials needed by students for this lesson.	Manipulatives Worksheet Pencil iPad

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.
15 Minutes	<u>Introduction:</u>	I will bring students to the carpet and we will sing our morning song. I will then pull up or addition and subtraction song on the smartboard and let them dance and sing the song. Then I will pull up a couple of addition and subtraction problems and we will go over them so that I can make sure everyone has the content down. I will ask different students what the answer the one of the problems are and then I will write it on the board with my marker. I will then have all of the students get up and head back to their desk.
40 Minutes	<u>Instruction:</u>	Once all of the students are back at their desk, I will pass around an addition and subtraction worksheet and manipulatives. I will give each student 10 manipulates and they will have to use those manipulatives to answer the 5 addition problems on the worksheet, and the 5 subtraction problems that are on the worksheet. I will walk around and observe them working on the problems while using the manipulatives. Once the students finish their worksheet and turn it in to our classwork box, I will hand each student the iPads and pull up splash math for them. I will pull up the addition and subtraction games on there for them to work on. I will let them play the games and work on this for about 10 to 15 minutes.

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:	Once I pick up all of the iPads, I will have my students come back to the carpet and I will assess by asking some addition and subtraction problems to see if they are grasping the content. I will then ask them how do they like using the splash math app.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try)
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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	
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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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