

Name Kelsey Brooks

## Lesson Plan Template

Lesson Segment Focus Food Pantry Data Lesson 1 of 1

Course & topic addressed Using place value to add and subtract Date 12-1-19 Grade 1st

### Student Outcomes

Specific learning objectives for this lesson.	The learning objective for this lesson is for the students to understand how to use place value to add and subtract within 100.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	A previous learning would be connecting the basics of adding and subtracting numbers.
Knowledge of students background (personal, cultural, or community assets)	N/A

### 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.	<b>1.NBT.C.4- Use place value understanding and properties of operations to add and subtract.</b>
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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 want to expose the students to more advanced vocabulary like sum, and quotient. These will just help broaden the students learning and understanding.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Sum, quotient</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Excel, data from food drive, print out of spreadsheet template for each student
Materials needed by students for <b>this lesson.</b>	Print out of spreadsheet template, colored pencils

## 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	<b>Introduction:</b> introduce the results of the food drive	I will remind the students of how we participated in the school-wide food drive. I will tell the students how we will be using the results to learn how to add and subject double digit numbers
30 minutes	<b>Instruction:</b>  During this time I will use excel to show the students how we are entering the data into our table	I will begin to add the data into the excel template. I will have the students to write the numbers in with me. We will do this for the three months' worth of data. We will then take the numbers and I will show the students how we are doing to add the digits of numbers together to get the results of the data.
5 minutes	<b>Closure:</b>  Conclusion	We will gather our data and check to see if everybody has gathered the same numbers.

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.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	To modify this lesson I will be sure to walk around to check if the students are following along with putting the data into the tables. If a student has a vision impairment I will have the student move closer to the board to make sure he/she can see the data being entered into the table.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<b>Instead of using excel I would print out a template myself and use the smartboard camera to work it by hand with the students.</b>
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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>;  
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