

## Lesson Plan

**Lesson Segment Focus: Fluently adding and subtracting within 20.**

**Lesson: 3 of 5**

**Course & topic addressed: Math/Adding and Subtracting within 20**

**Date: November 11, 2019 Grade: 2nd**

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn more about adding and subtracting within twenty using mental strategies.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should have prior knowledge about adding and subtracting within twenty because we have been learning about it the past couple of weeks.
Knowledge of students background (personal, cultural, or community assets)	Students could have background knowledge from seeing others around them, such as a parent, sibling, grandparent, etc, add and subtract within 20.

### 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.2.OA.B.2 • Fluently add and subtract within 20 using mental strategies • By the end of Grade 2, know from memory all sums of two one-digit numbers
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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?	To make sure students understand key academic language to express and develop their content I will provide various different types of instructions.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	- Addition - Subtracting
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## Materials

Materials needed by teacher for <b>this lesson.</b>	-Marbles -White board -White boards -Math worksheet -Access to PowerPoint
Materials needed by students for <b>this lesson.</b>	All materials will be provided by the teacher.

## 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.
	<u>Introduction:</u>	To start of class I am going to do a fun activity to engage my students!  Students will be handed 20 marbles and 3 buckets. Students will get a worksheet with problems on it and students will represent the problems by putting the marbles in the bucket. For example if the problem was 2 plus 2, students would put 2 marbles in the first bucket, 2 in the second bucket, and then 4 in the 3rd.

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.
	<b><u>Instruction:</u></b>	Each student will be handed a mini white board and a dry erase marker. On the PowerPoint it will ask you an addition or subtraction problem. Answer the problem on your whiteboard and hold it up in the air. Then I will give you the answer on the PowerPoint, keep up with how many you get right.
	<b><u>Closure:</u></b>	<p>-Students will be given a worksheet to take home that has 10 problems that are similar to what we did in class today.</p> <p>- These worksheets will be due the following day.</p>

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>- I can modify these activities by pairing the students together to help each other.</p> <p>- I can offer my assistance to any student who is struggling.</p>
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	-While students are working I will walk around the room and offer one-on-one assistance if it is needed.
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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>