**Name: Kennedy Capps**

**Lesson Plan Template**

**Lesson Segment Focus: Adding and Subtracting Lesson 1 of 1**

**Course & topic addressed: Math, Adding and Subtracting Date: November 12, 2018 Grade: 1st**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will practice their addition and subtraction skills within 20. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students must have an understanding and basis for adding and subtracting |
| 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.  | **AR.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 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? | Students must understand academic language and what it correlates to. Example: take away implies subtraction. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Addition, subtraction, take away, how many more, etc. |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Teacher needs nothing for this lesson. |
| Materials needed by students for **this lesson**. | Students need an iPad equipped with 1st Grade SplashMath for this lesson. |

**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 | **Introduction**:  | Teacher will allow students to get their iPads and log into 1st Grade SplashMath, helping with login as needed, and assigning lessons for students to work on.  |
| 20 minutes | Instruction: | Students will work silently on their own math practice for twenty minutes. Teacher will circulate to ensure that students are on task and working through their lessons. |
| 5 minutes | **Closure:**  | Teacher will bring class back together, students will log out of SplashMath and put their iPads back in the charging station. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:Remediation?Intervention?IEP/504?LEP/ESL? | The app itself works at the student’s pace, therefore each student will be at different points. |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | **The app provides different approaches to math problems, such as equations, word problems, and pictures, allowing students to work through a variety of math problems.**  |

**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**

|  |  |
| --- | --- |
| 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>