

## Lesson Plan Template

**Lesson Segment Focus: Math Review**  
**Lesson 6 of 6**

**Course & topic addressed: (Adding, Subtracting, Number Sequence, Counting Money, Telling Time)**

**Date October 23, 2018**

**Grade: 1st**

### Student Outcomes

Specific learning objectives for this lesson.	Students will play a game of Jeopardy (Understanding the game and keeping points with teacher assistance) as review of math concepts before state-wide testing.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will draw on knowledge learned about adding and subtracting within 20, the number sequence under 120, counting money (dimes, nickels, and pennies) and telling time on the hour and half hour using appropriate vocabulary via digital and analog clocks
Knowledge of students background (personal, cultural, or community assets)	

### 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.1.OA.A.1</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</p> <p><b>AR.Math.Content.1.OA.D.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.</p> <p><b>AR.Math.Content.1.NBT.A.1</b> Count to 120, starting at any number less than 120.</p> <p><b>AR.Math.Content.1.MD.B.3</b> Tell and write time in hours and half-hours using analog and digital clocks.</p> <p><b>AR.Math.Content.1.MD.B.4</b> Identify and know the <i>value</i> of a penny, nickel, dime, and quarter</p>
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	<b>AR.Math.Content.1.MD.C.6</b> Count collections fo like coins (pennies, nickels, and dimes).
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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?	Teacher may provide guidance if help is needed in understanding what the question is asking. Students will provide the answer.
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**Key Vocabulary**

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Adding to, taking from, putting together, taking apart, comparing, equation, analog clock, digital clock, penny, nickel, dime, quarter.</b>
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**Materials**

Materials needed by teacher for <b>this lesson.</b>	Computer, jeopardy game, projector, smart board.
Materials needed by students for <b>this lesson.</b>	Paper and pen for computations.

**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.
5-10 Minutes	<u><b>Introduction:</b></u>	Explain what jeopardy is, and that we are going to be playing a review game. Very briefly go over each of the concepts, giving questions off the top of the teacher’s head for review before the game starts. Form teams of 4, hand out blank pieces of paper, students get pencils.
	<u><b>Instruction:</b></u>	Play the game. Starting with group 1, circulate around the room allowing teams to pick questions to answer. Teacher will keep track of scores on the board. After each question is answered by the team,

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.
20-30 Minutes		the teacher will briefly discuss the concept and the team will explain their strategies for coming to the correct answer to the class.
5 Minutes	<b><u>Closure:</u></b>	Count up points, do tie-breaker if necessary. End game and bring students to the carpet to transition to the next activity.

**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>.Bring children with vision impairments to the front of the room. Remind students that each person in their team should have a chance to answer. Form teams of students that are diverse in their learning levels (not all advanced kids on the same team).</p>
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**Differentiation:**

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p><b>Give students dry-erase boards to enhance the visual learners abilities. Provide manipulatives to provide a hands-on approach to solving the problems. The teacher will speak out the questions to provide for the auditory learners.</b></p>
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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>