

## Lesson Plan Template

**Lesson Segment Focus: Extending the Counting Sequence**

**Lesson 1 of 1**

**Course & topic addressed Math, Extending the Counting Sequence**

**Date October 29, 2018**

**Grade 1**

### Student Outcomes

Specific learning objectives for this lesson.	Students will be able to use this tool to help extend the counting sequence to 120.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This is designed as a tool for students who may be struggling with the counting sequence to have something physical to hold and guide them in their counting.
Knowledge of students background (personal, cultural, or community assets)	The teacher must be aware of where their students may be in their math learning and be able to recognize difficulties that they may be having developing or extending the number sequence.

### 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>AR.Math.1.NBT.A.1</p> <ul style="list-style-type: none"> <li>• Count to 120, starting at any number less than 120.</li> <li>• In this range, read and write numerals and and represent a number with a written numeral.</li> </ul>
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### Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	Students must be able to recognize numerals and the numbers that they represent.
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### Key Vocabulary

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

Materials needed by teacher for <b>this lesson.</b>	Electronic or physical copy of ebook.
Materials needed by students for <b>this lesson.</b>	Electronic or physical copy of ebook.

## 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.
0-5	<b><u>Introduction:</u></b>	Allow students to rotate at math centers, get them in their groups, start the first rotation.
30	<b><u>Instruction:</u></b>	<p>Allow students to work in math centers in five minute intervals. This ebook can either be one of the centers, and students will work with partners to pick a random starting place, then extend the counting sequence 10 numbers up, and 10 numbers down (count backwards).</p> <p>The teacher could also use this as an assessment method with students who may be behind the learning curve to strengthen their sequencing. The teacher holds up a random card, student produces either the number before or after, or extend the counting sequence by 5-10 numbers.</p>
0-5	<b><u>Closure:</u></b>	Bring students out of their centers, pack up math centers, transition to the next activity.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	This is primarily designed for students who are struggling in extending their counting sequence. It can be printed off and laminated for something the students can hold in their hands, or the electronic version can be brought up on iPads/computers.
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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>This is designed as review, and something for the students to work on in groups or on their own. It can be either electronic or a physical copy, reaching students who work better on each platform.</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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