

Name Kristen Hedge

Lesson Plan Template

Lesson Segment Focus Counting and sorting

Lesson 1 of 1

Course & topic addressed Math- Skittles Activity

Date 10/30/2019 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will sort objects using similar attributes. Students will count object and place in groups by color and record their findings on a paper chart.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students already know what it means to compare the numerical value of object.
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.	AR.Math.Content.1.MD.B.3 Classify, sort, and count objects using both measureable and non-measureable attributes such as size, number, color or shape.
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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?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Prediction Acutal amount Count Sort Color
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Materials

Materials needed by teacher for this lesson.	Microsoft Excel 3 bags of Skittles Computer Smartboard Paper charts
Materials needed by students for this lesson.	Paper Pencil

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 mins	<u>Introduction:</u>	Teacher will hand out a bag of skittles to three groups of students. Teacher will ask the students to count and record the number of each color in their bag. Teacher will tell students we will count in groups and compare group numbers at the end of class.
20 mins.	<u>Instruction:</u>	<p>Students work together in groups to count the number of each color of skittles in a bag. First, the group will make a prediction of how many skittle will be in each color group, then students will count the number of red, yellow, green, orange, and purple skittles and record their finding.</p> <p>After all the groups have sorted, counted, and recorded, we will compare group numbers, enter them in on a spreadsheet and see which color has the overall highest/lowest number of skittle in each bag and see which group was the closest on their predictions.</p>

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 mins.	Closure:	Teacher will go over the steps taken and ask several students what they liked and did not like about the lesson.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	For those students needing modifications, I will place those students in groups with advanced students. I will also be scaffolding and will be available to help one on one if needed.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I will write instructions on the white board and verbally tell the instructions to the class. I will also provide a tutorial of what I am asking the students to do on the smartboard.
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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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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How will I use assessment data for next steps?	
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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>