

Name: Ms. Katy Koons

## Lesson Plan Template

Lesson Segment Focus: Addition and Subtraction within 100 Lesson 1 of 1

Course & topic addressed: Mathematics and Adding/Subtracting Date: October 22, 2018 Grade: 2nd

### Student Outcomes

Specific learning objectives for this lesson.	The students will be able to add and subtract numbers properly within 100.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The students have worked on simple addition and subtraction in the past within 20.
Knowledge of students background (personal, cultural, or community assets)	The students can already add and subtract smaller numbers.

### 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.	<b>AR.Math.Content.2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.</b>
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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?	I will use a worksheet that they will complete on google docs and drawing.
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>The vocabulary terms are Sum, Difference, Add, subtract, solution.</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	The materials needed by the teacher are a computer, smartboard, and dry erase board.
Materials needed by students for <b>this lesson.</b>	The materials needed by the students are paper and pencil.

## Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Time	Instructional Strategies & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<b><u>Introduction:</u></b>	The students will be shown how to add and subtract numbers on the smartboard and dry erase board.
	<b><u>Instruction:</u></b>	<p>They will be taught how to add using ones, tens, and hundreds cubes. They will know that a ten by ten square is equal to one hundred. They will also know that a one by ten rod is equal to ten. They will know that one small cube will be equal to one unit. The students will use these handheld objects to help them count while completing their addition and subtraction drawing document.</p> <p>The students will learn that a sum is the total amount resulting from the addition of two or more numbers.</p> <p>They will learn the difference is the result of subtracting one number from another.</p> <p>They will learn that add means to put two number together.</p> <p>They will learn that subtract means to take away a number from another to calculate the difference.</p> <p>They will learn that a solution is the value that makes the equation true.</p> <p>The students will do example problems that the teacher writes on the board.</p> <p>The teacher will ask if that students have any questions and will answer any questions they may have.</p> <p>The teacher will provide more example problems if the students need extra practice before completing the assessment.</p>
	<b><u>Closure:</u></b>	We will go over the assessment as a class and answer any questions the students may have regarding the assessment. We will do extra practice with problems similar to the ones they had questions about.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Depending on the severity of these students exceptionalities, I could provide a calculator or extra instruction. .
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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>I can provide oral and visual instruction as well as show the students an example of the types of problems we will be working on. I can provide them with a sheet that has multiple examples that are similar to what we will be working on.</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/ed3fd026-939f-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>