

Name Kayla

Lesson Plan Template

Lesson Segment Focus MATH

Lesson 1 of 2

Course & topic addressed Adding and sorting

Date 10/29/19

Grade 1st

Student Outcomes

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| Specific learning objectives for this lesson. | Using candy to learn how to add and sort |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | They need to know how to count and sort by colors |
| Knowledge of students background (personal, cultural, or community assets) | Understanding their background and language barriers if they exist. Also understanding how far they are on counting |

State Academic Content Standards

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| 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 |
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Academic Language Support

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| 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 have candy so that they can see what they are sorting. Then we will sort in=t and enter the information to see the answers in the computer. |
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Key Vocabulary

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| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Adding, plus, add, math, one more, more |
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Materials

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| Materials needed by teacher for this lesson. | Google, spreadsheet, candy, paper, pencils |
| Materials needed by students for this lesson. | Google, spreadsheet, candy, paper, pencils, |

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. |
|----------------|--------------------------------|---|
| | <u>Introduction:</u> | The beginning I will be standing at the door and welcoming the students into the classroom one by one. They will go put their bags away and sit down at their desks. The desks will have paper and pencils on them we will begin class as normal. |
| | <u>Instruction:</u> | <ol style="list-style-type: none"> 1. We will sit down and recap how to count and the colors 2. I will pass out the computers to the students 3. Then we will pass out the candy 4. I will explain what we are going to be doing and we will get started 5. After the candy is sorted, we will then count 6. After that all of our information will be entered into the spreadsheet. 7. Finally, we will recap the assignment and check for understanding. |
| | <u>Closure:</u> | At the end of class, we will have a classroom discussion about the lesson that they learned today. This will be to help me asses what they know and where to start the next day. We will line up and leave the room with the good byes. |

| 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. |
|----------------|--------------------------------|--|
| | | |

Accommodations/Modifications

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| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | There is candy for the visual learners and then there is paper and pencils so they can write down the numbers, I will also have peers help them as well as I will be walking around |
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Differentiation:

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| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | Candy, peer help, my help, pencils, paper, and calculators. |
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Assessments: Formative and/or Summative

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| 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

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| Identify theories or research that supports the approach you used. | |
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Lesson Reflection/Evaluation

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| 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>;
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