

Name Kayla

# Lesson Plan Template

Lesson Segment Focus MATH

Lesson 2 of 2

Course & topic addressed comparing in math

Date 10/29/19

Grade 1st

## Student Outcomes

Specific learning objectives for this lesson.	This lesson is to teach the children how to compare and contrast using real world examples.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The meaning of comparing and contrasting as well as how to add and subtract
Knowledge of students background (personal, cultural, or community assets)	The language that they speak and how much they know about comparing and contrasting

## 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.C.6 <ul style="list-style-type: none"><li>• Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs and bar graphs</li><li>• Ask and answer questions about the total number represented, how many in each category, and how many more or less are in one category than in another</li></ul>
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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?	Physical recycling to see it and be able to touch it.
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## Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Compare, contrast, adding, recycling, total, total per</b>
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## Materials

Materials needed by teacher for this lesson.	Excel spread sheet, recycling, pen, paper, colored pencils, calculators
Materials needed by students for this lesson.	Computer access, all of the recycling, Microsoft excel, paper, and 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.
	<b><u>Introduction:</u></b>	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.
	<b><u>Instruction:</u></b>	<ol style="list-style-type: none"> <li>1. We will sit down talk about comparing and contrast.</li> <li>2. I will pass out the computers to the students</li> <li>3. Then we will talk about the recycling our class has collected</li> <li>4. I will lay all of the sorted recycling out on the carpet</li> <li>5. I will explain what we are going to be doing and we will get started</li> <li>6. we will then count all of the recycling</li> <li>7. After that all of our information will be entered into the spreadsheet.</li> <li>8. Finally, we will recap the assignment and check for understanding.</li> </ol>
	<b><u>Closure:</u></b>	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.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	I will be there to help the students that need it and their peers can help them, we will have access to calculators for the students to use if they need them.
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Peer help and calculators there will be physical recycling so they can count them like that as well.
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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>

