

Name Kaylee Parrish

Lesson Plan

Learning Segment Focus Solving addition and subtraction problems

 Lesson 1 of 1

Course & topic addressed Addition and Subtraction **Date** 10/14/20

Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	TSW learn to add and subtract to 20 TSW apply their knowledge or addition and subtraction to word problems
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students will be able to see and visualize problems to apply their knowledge for word problems
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Students will be able to apply their knowledge of how to solve an addition or subtraction problem by playing a game on the King of Math app

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>1.OA.C.6</p> <p>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8+6=8+2+4=10+4=14$); decomposing a number leading to a ten (e.g., $13-4=13-3-1=10-1=9$); using the relationship between addition and subtraction (e.g., knowing that $8+4=12$, one knows $12-8=4$); and creating equivalent but easier or known sums (e.g., adding $6+7$ by creating the known equivalent $6+6+1=12+1=13$).</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<p>Comparing Unknown number Known number Addition Subtraction Taking from Adding to</p>
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>There are vocabulary words in this lesson, but they are familiar with these words but will be reminded constantly of what they mean and their job</p>
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Materials

<p>Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>Marker White board</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>Ipads Pencil Individual white boards Erase Markers</p>

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • TSW refer to their “how to solve a problem” poster on the wall that we did the previous day • Students will get out their individual white boards and copy the problem that the teacher has on the board and when they are done they will hold them up so the teacher can see • Students will grab an ipad from the cart and go to “Kings of Math” app and began playing addition / subtraction games • Students will get a worksheet to do for a grade 	<p>TTW point to the poster on how to solve addition and subtraction problem examples and ask a student to explain how to do it in their own words</p> <p>TTW ask the students to get out their individual white boards and erase markers and to listen carefully TTW explain the directions : “You will write what I write on the board and answer it, whenever you are done with the problem you will hold your board in the air and I will come and check it.”</p> <p>TTW then ask the students to go get ipads so they can quietly play on the Kings of Math app. TTW pass out the worksheet and explain to do the best they can to answer the problems (one addition worksheet, one subtraction)</p>
	<p><u>Instruction:</u></p>	

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
	Closure:	TTW will collect the worksheets and grade them

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>.TTW less the problems on the worksheet so it is not to overwhelming TTW also turn off the timer setting on the app so it does not cause any stress</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>TTW go around the room and check everyones white boards, and assist students while they are playing the game</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Worksheets – for a grade at the end of the lesson
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or</p>	<p>Using the Kings of Math app is a fun tool to get them in the groove of solving the problems fast and recognizing patterns</p>
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national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.	
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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> It went well! I would have them come up with their own problems to work 😊
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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>

Name _____

CCSS 2.OA.2: Fluently add and subtract within 20...

Leveled Addition Drills

→ Directions: Find the sums.

$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +7 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +2 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +7 \\ \hline \end{array}$

Did you double-check your work and write your name on the paper?

Subtraction Worksheet

Name: _____

$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$
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$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$
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$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$
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$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$
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