

Name Kaitlin Ponder

## Lesson Plan

Learning Segment Focus Number and Operations in Base Ten Lesson 2 of 4Course & topic addressed Math – Place Value Date 11/7/2020 Grade 2nd

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	For students to understand place value, expanded form, and word form of numbers below 1000
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students will have learned that the three digits of a three-digit number represent amounts of hundreds, tens, and ones, and how to count within 1000
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	All students should be able to accomplish these tasks in any personal or cultural setting. Computers needed for the lesson will be provided at school.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and a variety of expanded forms
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	Expanded form, word form, place value
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### Academic Language Support

What are the <b>Academic Language Function(s)</b> (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? What planned <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	I will have posters on the wall that display place values and expanded form, explaining in words and visuals how the concept works.
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	SmartBoard, math textbook, Google Sheets spreadsheet, number flash cards
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Math textbook, computeres

### 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)
5 minutes	<b>Introduction:</b> <ul style="list-style-type: none"> <li>Review of place value and expanded form</li> <li>Flash cards</li> </ul>	I will review place value and expanded form with students by asking them to explain them to me. I will then show flash cards with numbers on them to the students. They will tell me which place value is what. We will go over what the expanded form of each number would be as well.
30 minutes	<b>Instruction:</b> <ul style="list-style-type: none"> <li>Google sheets spreadsheet</li> </ul>	I will pull up the spreadsheet on the SmartBoard and students will pull it up on their own computers as well. I will go over the set up with them and we will do the first one together. Students will fill out the spreadsheet on their own like a worksheet, typing in the expanded form as well as the number answer. To obtain the number answer, students should type in the formula for addition. By doing this, they will be typing in the expanded form and seeing that it equals the answer. This will help them connect the concept of the expanded form with addition and with the bigger numbers.
10 minutes	<b>Closure:</b> <ul style="list-style-type: none"> <li>Review</li> </ul>	After students have completed the spreadsheet worksheet, we will review the answers together and discuss any that students missed.

### Accommodations/Modifications

How might I <b>modify</b> 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.)	For students in need of remediation, intervention, or IEP/504, I would modify instruction by printing out the spreadsheet, so they can work it out more traditionally. For ESL students, I would provide the meanings of the place values in their first language.
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### Differentiation

How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>	The spreadsheet is color coded and I would provide a worked out and more extensive example to students who struggled with the worksheet layout.
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(All students who are not on specific plans mandated by federal and state law.)	
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**Assessments: Formative and/or Summative**

Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	I will check students' worksheet answers during the review for accuracy
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	A quiz over place values and expanded form will be given at the end of the unit
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research</b> .	By using the spreadsheet as a worksheet for students, both technology and mathematical skills are being built. Students will enjoy the opportunity to type on a computer, while also learning about place values. This will improve their categorization skills as well.
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**Lesson Reflection/Evaluation**

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> 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>;  
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