

Name Lillian Cousins

Lesson Plan

Learning Segment Focus Greater than, less than Lesson 1 of 1

Course & topic addressed Math Date 4/14/20 Grade K

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify and compare between two numbers, stating which one is greater than and which one is less than.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students have been working with numbers and with counting.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students are dealing with numbers every day. Also, they have had many lessons dealing with numbers and counting.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.K.CC.C.7 Compare two numbers between 0 and 20 presented as written numerals Note: The use of the symbols for greater than/less than should not be introduced in this grade level. Appropriate terminology to use would be more than, less than, or the same as.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Greater than Less than Numbers Counting Symbol
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Academic Language Support

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? 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) ?	The students will be stating which number is greater than and less than. We can figure this out by looking on a number line and counting. The students will have worksheets and they will watch a video for a little activity. If students are struggling, they can come to my desk and I will help them with the activity.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Projector Alligator song worksheets
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Pencil iPads
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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)
10-15	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> <u>Introduction</u> 	During this time, I will be explaining to the students what we will be doing. I will be getting the worksheets ready, and I will have them stand up so they can dance to the alligator song. I will play the Alligator song for a fun introduction to the lesson and they will do the motions to it.
40-45	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> Worksheet/iPads 	After watching the video, I will have them complete some worksheets, and then when they are finished with the worksheets, they will grab their iPads and get on the math games. I will have them be playing games that include greater than and less than, and some counting.
5-10 min	<p><u>Closure:</u></p> <ul style="list-style-type: none"> Closure 	I will have the students turn in to me what they have done, and the students working on the math games will be putting up their iPads and we will move on to the next lesson for the day

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</p>	<ul style="list-style-type: none"> If students cannot see the video, I will have them move forward so they can see it. IF the students are having trouble using the iPads, I will help them.
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federal and state law.)	
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Differentiation

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.)	There will be technology used during this lesson/activity, and they will be using iPads, so they are using technology. Everything will be visual, hands on, and auditory so I am meeting everyone’s learning needs.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	I will be reviewing the worksheets that they will be doing.
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	As they are dancing to the video, I can see who is understanding the lesson and who is not.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	When this segment is over, I will give out a worksheet to test them to see what they know.

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or 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>
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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>;
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