

Name Molly Allen

Lesson Plan

Learning Segment Focus Addition within 100 Lesson 1 of 1Course & topic addressed Mathematics Date 11/09/2020 Grade K

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to add small numbers using a visual aid, such as, a graph of the totals.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Each day, the classroom will practice counting up to 10, then add numbers together to make 10. They will eventually know how to count within 10 and move up to counting within 20. Counting within 10 and 20 will be entertaining for the children because they will do many activities with it. Then they will be able to count up to 100.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	In the future, the students will need to be able to count money from going shopping at a grocery store. The students will be able to be learning how to count up to those numbers. Having an activity like this one will allow the students to understand the concept of counting money.

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.A.2 Count forward, by ones, from any given number up to 100
---------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Christmas, shopping, list, total, milk, eggs, juice, sugar, flour, fruit cocktail, pumpkin pie, Their name, along with everyone else's name
-----------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------

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 learning how to count within 100. They will go around the classroom and do a "Christmas Shopping List." This will give them the opportunity to count "money". I will ask the students how much does one of the items they bought cost. Then, I will tell them to explain to me how many items they purchased and how much it costs. It will then be compared to the other classes on how much money they spent. I will make sure the students understand the concept of counting up to 100 and compared with other classes.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Grocery items listed, prices on each item, register, smartboard for demonstration
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Pencils, paper with items and prices, play money

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 minutes	<u>Introduction:</u> <ul style="list-style-type: none"> Explain to the students that they will be doing a “Christmas Shopping Grocery Run” Show the students when all of the items are and where the price for them is located Ask the students what their favorite Christmas food is Practice counting up to 100 with the students all together 	The students will be sitting at their desk listening to the instructions. I will be standing at the front of the classroom explaining how the activity is going to work. If the students have questions while I am explaining, they can raise their hand and I will call on them. I will show them the activity pulled up on the smartboard for them to have a clear visual of it.
20 minutes	<u>Instruction:</u> <ul style="list-style-type: none"> I will tell the students that we will be practicing counting to 100 together before we get started on the activity. The students will begin walking around the classroom and “buying” grocery items. They will have a worksheet that they will record their data on. 	The students will walk around the classroom to “buy” their groceries. They will use their play money to buy it. I will go over the lesson again and give them the opportunity to ask me questions. I will walk around the classroom with them just in case they need help. When they are finished shopping, they will go back to their seat to count their items and how much they each cost. I will go to each of their desks to ask how much each student spent.
10 minutes	<u>Closure:</u> <ul style="list-style-type: none"> Go over what the lesson was about Ask the students if they have any questions If there aren’t any questions, I will ask the students to 	The students will work independently on their worksheet of adding the prices of the items together. When they are finished, I will check their worksheet to see if they added the prices correctly.

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)
	explain to me what this lesson is about.	

Accommodations/Modifications

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.)	I would have all of the students practice counting up to 10 and then to 20 by themselves to see who needed help. If some children were struggling, then I would pull them aside and have them work in a each with students who weren't struggling. This will help that student to where they will be able to do the rest on their own. I think the visuals on the smartboard will also help the students.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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.)	Once I know the students are comprehending the concept of counting to 10 and 20, I know they are ready to start counting within 100 to find the total of the items price. The students will be able to figure out the total of all of the items and the totals between the 3 classes.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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	Having the students find the grocery items themselves and see what the price of them are. This will let me see if the students can count beyond 20
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	The students will have a worksheet that they fill out the prices of the grocery items. I will also have a worksheet key that I will check to see if they are adding correctly.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

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 .	As the students learn how to count up to 100 quickly, they are learning how to count the total of the items on their grocery trip. This is Cognitive Learning Theory. The counting process will always stick in their brain in order for them to continue counting up to higher numbers. This learning process is teaching them to use their brain more often. Students will be able to count money in the future and eventually use coins as well.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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>
-------------------------------------------------------------------------------------------------------------------------	---------------------------------------

Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

Updated 12-17-19 NLC

*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>