Name___Madeline Martin_____

Lesson Plan Template

Learning Segment Focus_____Number Lines_____

Lesson __1___of__1___ Topic _____Addition and Subration
_____Date___4/23/21_____ Grade_____

Student Outcomes

Specific learning **objectives** for this lesson.	Students will implement addition and subtraction problems into a number line.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students have already learned single digit addition and subtraction and will not be practicing how to do this concept through a number line.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	22 - caucasion students

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.OA.A.1 - Represent addition and subtraction using objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions (e.g., 2+3), or equations (e.g., 2+3 =)

Key Vocabulary

What **vocabulary terms/content specific terminology** must be	Addition Subtraction Number Line

addressed for students to master the content?	Expression

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)?**	We will read a book prior to the lesson that has these vocabulary words in it. I will point out to students each time we read the word and ask them to repeat it back to me. We will repetitively talk about what these words mean, and students will write down the definition of vocabulary terms in their journals.

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Beebot Number Line
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	Journals Pencil Paper

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 min	**Introduction**:	I will go over some simple one digit addition and subtraction problems with the class to begin the lesson. I will then show students how if you start with the largest number of the problem on the number line, and count forward or back the amount of times you are adding or subtracting then you will find the answer. We will do a few practice problems on the number line. I will project a number line onto the board and show students so they can see it in large font.
40 min	**Instruction:**	I am going to break students off into groups of four to complete an addition and subtraction worksheet at their desk. I am going to have then circle any problems that they found hard or that they struggled with. In rotations I am going to have each group bring me their worksheets with the circled problems. I am then going to get out the Beebot robot. I am going to demonstrate to them how he has buttons that you can click to make him go forwards or backward on the number line. So if you had, 5-3=? You would place Beebot on the five, hit is backwards arrow 3 times and he would land on the

		answer 2. I am going to have students use this method to solve the problems they found were hard and see if they can find the answer.
10 min	**Closure:**	Students will be asked to share their favorite thing we did during the lesson. We will solve a final number line addition/subtraction problem as a class with the Beebot and I will allow students to ask any questions they may have!

Technology Integration

Provide your **rationale** for your technology choices that accurately reflects those choices within your teaching context. **Identify** what technology(s) you are using as part of your lesson plan. **Describe** how the use of technology aligns to your learning objectives, content standards, and central focus. **Explain** how technology-based instructional strategies are	Projector Beebot Robot I chose these two forms of technology because I feel they go good together when teaching young students addition and subtraction on a number line. I was able to project a large number line onto the board for students to see from their desks. I then had students complete a worksheet and any problems they struggled with we

essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). **Specify** how the technology selections meet or exceed the needs/strengths of all students**. Justify the "fit"** of chosen technologies, showing how the content, instructional strategies, and technology "fit" together.	solved with the Beebot robot that moves when his buttons are clicked. The Beebot traveled along the number line just like he should and I think students will really engage and enjoy this type of learning.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	I can provide extra time, one on one instruction, or hand written notes for any student who needs help!

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.)	I will provide a large font on all assignments and let students know exactly what is expected of them before we begin the instruction. Students will have the opportunity to ask me any questions, and I will answer them in the best way I know how.

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).	☐ Formative /☐ Summative	Review of one digit addition and subtraction problems.
	☐ Formative /☐ Summative	Completion of the worksheet in small groups
	☐ Formative /☐ Summative	Solving any confusion problems with the Beebot on a number line

Research/Theory

Explain **connections to theories and/or researc**h (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.**	I feel that this lesson is a great way for students to get direct instruction as well as small group time to work and explore the math problems. The students will also be able to get hands on time with the Beebot robot which they have probably never experienced before!

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

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%20InT

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