

Name Marlana Deese

Lesson Plan

Learning Segment Focus Operations and Algebraic thinking/Rainfall in America Lesson 1 of 1

Course & topic addressed Math (Operations and Algebraic thinking Date 3-28-20 Grade 2

Student Outcomes

Specific learning objectives for this lesson.	Students will determine the correct amount of rainfall in different cities in America for March 2020. Students will use addition and subtraction to find out totals for each week and the month.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	In the previous lessons, the students have learned how to add within 50, so they should be able to add within 100.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	If a student has a different background and is not able to read the spreadsheet correctly, I need to keep that in mind.

State Academic Content Standards

the state academic content standards with which this lesson aligned. Include abbreviation, number & text of the standard(s).	Math.Content.2.OA.A.1 • Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, subtracting from, putting together, taking apart, and comparing, with unknowns in all positions • Represent a strategy with a related equation using a symbol for the unknown number
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Key Vocabulary

<p>What key vocabulary terms/content specific terminology must be addressed for students to master the content?</p>	<p>Addition Subtraction Sum Rainfall Total</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>I will give students a handout summarizing what we have already learned about fractions so that they can have it handy.</p> <p>There will also be a word wall that includes examples of addition and subtraction.</p> <p>I will also clearly give instructions on how to read the rainfall data.</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>Google sheets, laptop, smart board, powerpoint,</p>
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Laptop, google sheets, paper, pencil
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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)
5-10 Minutes	<u>Introduction:</u>	I will explain to students that we will be doing a lesson over addition by observing rainfall in different cities in the country over the course of March 2020. Students will also have to input data and work with graphs, which is something I will have to show students how to do. I will make sure I give plenty of detail on what exactly is expected of them also.

<p>30-35 Minutes</p>	<p><u>Instruction:</u></p>	<ol style="list-style-type: none"> 1. Students will now be able to get their computers out. Since the students are in second grade, I will have a handout to give them with the different rainfall data for March 2020 in America. 2. Students will record the amount of rainfall by using addition and subtraction. Once they fill in this data, they will have to find weekly and monthly totals using addition.. When they are completely done with that, they will transfer this data from paper to an excel spreadsheet. They will add graphs of their choice. (The sheet already has a template, with formulas, which will make it much easier for second graders to use.
<p>10 Minutes</p>	<p><u>Closure:</u></p>	<p>I will now ask the students what they liked and disliked about this lesson and if they enjoyed it. I will ask the students whole class what the total rainfall data was. The students will also get a chance to show the class their graphs.</p>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p><i>Remediation?</i></p> <p><i>Intervention?</i></p> <p><i>IEP/504?</i></p> <p><i>LEP/ESL?</i></p> <p>(All students who have plans mandated by federal and state law.)</p>	<p>.Students with learning disabilities could do this with a partner.</p> <p>I will also be walking around to help each student if needed and check on them.</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?</p> <p>(All students who are not on specific plans mandated by federal and state law.)</p>	<p>There are handouts, which is where the students can write everything out. But I think the google sheet allows a fun experience, which also gives students the opportunity to color code,etc.</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 type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<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 .	
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Lesson Reflection/Evaluation

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

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>;
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